REPORT RESUMES

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BIKOL LESSONS.

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THE TWELVE LESSONS IN STANDARD SPOKEN BIKOL WHICH COMPRISE THIS TEXT WERE WRITTEN FOR PEACE CORPS VOLUNTEERS WORKING IN THE PHILIPPINES. THE STUDENT IS TO CONCENTRATE ON ACQUIRING AURAL-ORAL SKILLS RATHER THAN ON READING AND WRITING. LESSONS CONSIST OF SHORT DIALOGS AND NUMEROUS DRILLS TO TEACH THE PRONUNCIATION PATTERNS AND GRAMMAR POINTS. INSTRUCTIONS ARE GIVEN TO THE TEACHER FOR CONDUCTING THE DRILLS AND FOR INCLUDING SUPPLEMENTARY MATERIAL SUCH AS SONGS. A SHORT GRAMMATICAL OUTLINE OF BIKOL HAS ALSO BEEN PREPARED FOR REFERENCE (SEE AL 000 501). (JD)

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BIKOL LESSONS

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Jon Epstein

1967

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AL 000 502

ON THE USE OF THE BIKOL LESSONS

These Bikol lessons - covering four to five hours per lesson - are meant for experienced teachers familiar with the new ideas of foreign language teaching. It's assumed that anyone else will not know how to make proper use of these materials.

For the experienced, some random suggestions:

Pace: The pace of the class should be brisk, lively. During dialogues and drills students should be expected to respond without pausing to think; during conversation and role-playing the pace should be relaxed. Class should never drag, students should be kept on their toes.

Variety: There must be a variety of activities, perhaps no single kind to last more than seven minutes. From a drill one may go into conversation, liven the pace by a quick review of the dialogue, brisk pronunciation practice, back to a drill, grammar, conversation, role-playing, a reading, etc. provided there is a logical sequencing of the activities. It is not necessary that the lesson items be followed one after another, one completed before the other is begun - provided you know what you are doing.

Naturalness: The teacher's spoken Bikol should be at all times natural in speed, intonation, and vocabulary (colloquial, common words); the class should especially try to acheive a natural intonation based on the teacher's model. Any utterance too long to be repeated should be started from the last part of the utterance, building towards the front by adding on natural units (not the other way around).

Creativity: The teacher has the responsibility to revise the lessons when advantageous, to create exercises where there are gaps, to create as many challenges for successful communication as can be met by the class. As much as possible every set of drills should be followed immediately by informal questions practicing the pattern under focus. During role-playing, unexpected, playful questions and responses should be employed by both teacher and class to stimulate thoughtful use of the language. Avoid an excess of commonplace, bland language. The teacher is responsible for creating review exercises each day; these should be informal, questions-responses. The more important structures (the verbs and their affixes) must be reviewed constantly.

Keepy a steady hand and a pleasant manner, anticipate grammatical difficulties and be prepared to answer questions efficiently, avoid inhibiting students by overcorrecting. Make the students work hard for each hour of class, so that they may leave class with the positive feeling of having accomplished something.

Drills : Always give students an example or two of how a drill is to go, what kind of response is expected. "Etc." means add additional cues as necessary (eight is a good number, then the model sentence can be changed).

Situations: These should always be controlled by the instructor, who takes a major role. The situation and roles each is to play should be explained, and each should try to "get into" his part.

Pot Pourri: The teacher, in creating - apart from the lessons as they now are - stimulating situations for the students to develop their spoken Standard Bikol, should make use of a pot pourri of items having to do with Bikol: songs, poems, transportation schedules (bus, train, plane, boat), riddles, jokes, legends, folktales, etc. menus, recipes, popular idioms. Some of these might be incorporated into situations, e.g. transportation schedules in a How-do-I-get-to... and When-does-the-bus-leave? situation. The well-known songs should of course be learned.

As much as possible lesson materials (dialogues and drills) should not be looked at by students during the lesson. They should learn independence from the written word and should refer to the text in class only when a visual help appears the best thing to do. Dialogues, after they have been practiced orally, may be read briskly to give a visual boost to learning.

BIKOL LESSONS

		Presented, practiced during 1st twelve lessons	To be presented, practiced during succeeding lessons
1.	Verbs	MaG- MaKA- -ON -aN	Ma- (intrans.) Ma- (trans.) Ma--aN I- -IN- (for MAG-) Pa- causitive
2.	Pronouns	nominative genetive	dative (SAKO) possessive (gen., dative)
3.	Enclitics	*na*, *pa*, *man*, *daa*, *sana*, *palan*	*daw*, *baga*, *kuta*, *ngani*, *lugod*, *lang*, *na sana*
4.	Equational sentences	Noun - Noun/pro. Adj. - Noun/pro.	
5.	Existential sentences "to have"	*Igwa* *Mayo* (*Dai*) *Igwa* - noun/pro.	*May* *May* - noun/pro.
6.	Negation	*Dai*, *Bako*, *Mayo* *Habo*, *Inda*	
7.	Word order	affirm. vs. negative	
8.	Pseduo verbs	*gusto*, *habo*, *tatao*	*kaipohan*, *dapat*, *pwede*
9.	Deictics	directional (*digdi*...) locational (*anion*...)	
10.	Demonstratives	nominative (*ini*...)	dative (*saini*)
11.	Plurality	adjs., nouns, verbs	
12.	Linkers	-NG/NA	
13.	Adjectives	-ON ("very")	
14.	Markers	subject, goal, name	
15.	Polite forms	*Po*, *daw*	other polite forms (e.g. requests)
16.	Interrogatives	*Saen*, *nu-arin*, *kasu-arin*, *tano* (*ngata*)*ta*, *ano*, *sisay*	*Kisay*, *pano*

BIKOL LESSONS

I. Brief autobiographical introduction by teacher in Standard Bikol, an informal introduction long enough to give students an intriguing sample of colloquial Bikol.

The class then starts with a re-introduction of the teacher:

AN NGÁRAN KO SI ______. "MY NAME IS ______."

as is natural in Bikol short answers are acceptable.

Teacher	Student
AN NGÁRAN KO SI ______.	
ANÓ AN NGÁRAN MO?	MIKE. (e.g.)
ANÓ AN NGÁRAN MO?	MARSHA.
ANÓ AN NGÁRAN MO?	ROGER ANDERSON.
____________	____________
____________	____________

Class does the above in a chain drill, Student 1 asking Student 2, Student 2 asking Student 3, etc.

ANÓ AN NGÁRAN MO? ____________

Teacher tells place of origin and elicits same information from the students.

Teacher	Student
TÁGA ______ AKÓ.	
TÁGA SAÉN KA SA AMÉRICA?	CALIFORNIA. (e.g.)
TÁGA SAÉN KA SA AMÉRICA?	RHODE ISLAND.
TÁGA SAÉN KA SA AMÉRICA?	____________
____________________	____________

Chain drill (student to student), same as above.

TÁGA SAÉN KA (SA AMÉRICA)? ____________.

Chain drill (student to student), combining the two questions practiced:

ANÓ AN NGÁRAN MO? ____________.
TÁGA SAÉN KA SA AMÉRICA? ____________.

II. Dialogue. Students should learn it so they can take either part and respond automatically.

A:	HOY, JIM! MÁSAEN KA?	A:	HEY, JIM! WHERE'RE YOU GOING?
B:	SA DÁGAT.	B:	TO THE BEACH.
A:	MÁ-ANO KA? MAKARÍGOS?	A:	WHAT'RE YOU GOING TO DO? TAKE A SWIM?
B:	IYÓ.	B:	YES.

HOY...........HEY, HELLO (USED TO ATTRACT ATTENTION)

MÁSAEN KA?....WHERE'RE YOU GOING? (USED AS A GREETING)

SA DÁGAT......lit. TO THE SEA.

MAKARÍGOS.....lit. GOING TO TAKE A BATH/SHOWER (USED ALSO WHERE ENGLISH WOULD SAY "TAKE A SWIM.")

* * * * * *

* Note: Most of the dialogues in these lessons are adaptations of conversations from Speaking Bikol by Ray Mayer, 1963.

III. Teach six nouns that can substitute for DAGAT (sea).
Teach names of places often visited by the students, e.g.

ESKUELAHÁN	(SCHOOL)
KLÁSE	(CLASS)
OPISÍNA	(OFFICE)
LÍBRARY	(LIBRARY)
SÂDAN	(MARKET)
SARI-SÁRI	(VARIETY STORE)

Teacher	**Student**
MÁSAEN KA?	SA SARI-SÁRI. (e.g.)
MASAEN KA?	SA ________.
MÁSAEN KA?	SA ________.

Chain drill, student to student:

HOY, _____! MÁSAEN KA?	SA ________.

IV. Introduce six verbs to substitute for MAKARIGOS. Have students repeat with the proper question intonation.

MABÁSA?	(GOING TO READ?)
MASÚLAT?	(GOING TO WRITE?)
MATRABÁHO?	(GOING TO WORK?)
MA-ÁDAL?	(GOING TO STUDY?)
MÁKAKAN?	(GOING TO EAT?)
MÁ-INUM?	(GOING TO DRINK?)

Chain drill; teacher cues question by giving verb root, e.g. BASA, SULAT.

Student 1	Student 2	Cue
MÁ-ANO KA? MAKARÍGOS?	IYÓ.	(BÁSA)
MÁ-ANO KA? MABÁSA?	IYÓ.	(SÚLAT)
MÁ-ANO KA? MASÚLAT?	IYÓ.	(TRABÁHO)
MÁ-ANO KA? MATRABÁHO?	IYÓ.	(ÁDAL)
MÁ-ANO KA? MA-ÁDAL?	IYÓ.	(KAKÁN)
MÁ-ANO KA? MÁKAKAN?	IYÓ.	(INÚM)
MÁ-ANO KA? MA-INÚM?	IYÓ.	

Translation drill; automatic answers required.

GOING TO TAKE A SWIM?	MAKARÍGOS?
GOING TO READ?	MABÁSA?
GOING TO WRITE.	MASÚLAT?
GOING TO WORK?	MATRABÁHO?
GOING TO STUDY?	MA-ÁDAL?
GOING TO EAT?	MÁKAKAN?
GOING TO DRINK?	MÁ-INUM?

V.

Student 1	Student 2	
MABÁSA AKÓ. MÁ-ANO KA?	MA-ÁDAL AKÓ. MÁ-ANO KA?	etc.
MA____ AKÓ. MÁ-ANO KA?	MA-_____AKÓ. MÁ-ANO KA?	
MA____ AKÓ. MÁ-ANO KA?	MA _____ AKÓ. MA-ANO KA?	

Present DAÍ (NO).

Teacher	Student
MÁ-ANO KA? MASÚLAT KA?	DAÍ. MA-ÁDAL AKÓ. "NO, I'M GOING TO STUDY."
MÁ-ANO KA? MA____ KA?	DAÍ. MA___ AKÓ. "NO, I'M GOING TO _____."

Students do the dialogue as a chain drill, substituting in the slots.

A: HOY,_______ . MÁSAEN KA? B: SA __________.

A: MÁ-ANO KA? MA______? B: IYO.

Students do the same, with different partners, substituting DAI etc.

A: HOY,_______! MÁSAEN KA? B: SA ___________.

A: MÁ-ANO KA? MA ________? B: DAÍ. MA ______ AKÓ.

VI. Review: TÁGA SAÉN KA SA AMÉRICA?

Add: O, TÁGA ________KA PALÁN? ("OH, SO YOU'RE FROM ____!)

Explain: PALÁN is a particle used to express surprise at discovering new information, somewhat like the English "Oh, so......!"

Teacher	Student
TÁGA SAÉN KA SA AMÉRICA?	CALIFORNIA. (e.g.)
O, TÁGA CALIFÓRNIA KA PALAN?	IYÓ.
SAEN SA CALIFÓRNIA?	PASADENA.
TÁGA SAÉN KA SA AMÉRICA?	____________.
O, TÁGA ________KA PALAN?	IYÓ.
SAEN SA ________?	____________.

Students ask each other the same three questions asked by the teacher.

Teacher adds: SIYÁ (HE/SHE).

Teacher	Student
TÁGA SAEN SI ________?	TÁGA ________SIYÁ.
TAGA SAEN SI________?	TAGA ________SIYA.

Students do the above in a chain drill.

Teacher	Student 1	Teacher	Student 2
MÁ-ANO KA?	MÁKAKAN AKÓ.	MA-ANO SIYÁ?	MAKAKAN SIYÁ.
MA-ANO KA?	MA_____ AKO.	MA-ANO SIYA?	MA_____ SIYA.
MA-ANO KA?	MA_____ AKO.	MA-ANO SIYA?	MA_____SIYA.

Students do the above in a chain drill.

Teacher	Student 1	Teacher	Student 2
MÁ-ANO KA?	MA-ADAL AKÓ.	MABASA SIYA?	DAÍ. MABASA SIYA.
MA-ANO KA?	MA_____ AKO.	MA____ SIYA?	DAI. MA____SIYA.
MA-ANO KA?	MA_____AKO.	MA____ SIYA?	DAI. MA____SIYA.

Students do the above in a chain drill.

VII. 2nd part of dialogue.

A: HOY, JIM! SAÉN KA HALÈ?	A: HEY, JIM! WHERE'VE YOU BEEN?
B: SA DÁGAT.	B: TO THE BEACH.
A: NAG-ÁNO KA? NAGKARÍGOS?	A: WHAT DID YOU DO? TAKE A SWIM?
B: IYÓ.	B: YES.

SAÉN KA HALÈ........	WHERE HAVE YOU BEEN? WHERE DID YOU COME FROM? (COMMON GREETING UPON RETURNING FROM SOMEWHERE; THIS, ALONG WITH "MASAEN KA?" IS GENERALLY ASKED OF SOMEONE WALKING)

VIII. Students substitute for DAGAT.

Teacher writes on the board:

NAG-ANÓ KA?	NAGKARÍGOS KA?
"What did you do?"	"Did you take a swim/bath?"

Asks: How would you say:

"DID YOU READ?"	NAGBÁSA KA?
"DID YOU WRITE?"	NAGSÚLAT KA?
"DID YOU STUDY?"	NAG-ADÁL KA?
"DID YOU WORK?"	NAGTRABÁHO KA?
"DID YOU EAT?"	NAGKAKÁN KA?
"DID YOU DRINK?"	NAG-INÚM KA?

Student 1	Student 2	Cue (Teacher)
NAG-ANÓ KA? NAGKARÍGOS KA?	IYÓ.	______(verb root)
NAG-ANÓ KA? NAG______KA?	IYÓ.	______
NAG-ANÓ KA? NAG______KA?	IYÓ.	______

Student 1	Student 2	Cue (Teacher)
NAGBÁSA KA?	DAÍ. NAG-ADÁL AKÓ.	(SULAT)
NAGSÚLAT KA?	DAÍ. NAG____ AKÓ.	(______)
NAG____ KA?	DAÍ. NAG____ AKÓ.	(_____)
NAG____ KA?	DAÍ. NAG____ AKÓ.	-etc.-

Teacher	Student
NAG-ANÓ SI____?	NAG______ SIYÁ.
NAG-ANÓ SI____?	NAG______ SIYÁ.
NAG-ANÓ KA?	NAG______ AKÓ.
NAG-ANÓ KA?	NAG______ AKÓ.
NAG-ANÓ SIYÁ?	NAG______ SIYÁ.

Students do the above in a chain drill.

IX. In one column the teacher writes a few MA- forms on the board, in another column a few examples of NAG- forms:

MABÁSA	"will/going to read"	NAGBÁSA	"read"
MA SÚLAT	"will/going to write"	NAGSÚLAT	"wrote"

XXXXX

Addition of new verb roots:

DÍGDI (COME)

DUMÁN (GO)

BAKÁL (BUY)

PLAY (KÁWAT)

Teacher	Student
How would you say:	
I WILL COME.	MADÍGDI AKÓ.
YOU WILL COME.	MADIGDI KA.
HE WILL COME.	MADIGDI SIYÁ.
SHE WILL COME.	MADIGDI SIYA.
MIKE WILL COME.	MADIGDI SI MIKE.
I'M GOING TO GO.	MÁDUMAN AKÓ.
YOU'RE GOING TO GO.	MADUMAN KA.
HE'S GOING TO GO.	MADUMAN SIYÁ.
SHE'S GOING TO GO.	MADUMAN SIYA.
MIKE'S GOING TO GO.	MADUMAN SI MIKE.
I'M GOING TO BUY.	MÁBAKAL AKO.
YOU'LL BUY..	MABAKAL KA.
SHE'S GOING TO BUY.	MABAKAL SIYÁ.
HE'LL BUY.	MABAKAL SIYA.
MIKE IS GOING TO BUY.	MABAKAL SI MIKE.
I'LL PLAY.	MAKÁWAT AKÓ.
YOU'RE GOING TO PLAY.	MAKAWAT KA.
SHE'LL PLAY.	MAKAWAT SIYÁ.
HE'S GOING TO PLAY.	MAKWWAT SIYA.
MIKE'LL PLAY.	MAKAWAT SI MIKE.

I CAME.	NAGDÍGDI AKÓ.
YOU CAME.	NAGDIGDI KA.
HE CAME.	NAGDIGDI SIYÁ.
MIKE CAME.	NAGDIGDI SI MIKE.
I WENT.	NAGDUMÁN AKÓ.
SHE WENT.	NAGDUMAN SIYA,
MIKE WENT.	NAGDUMAN SI MIKE.
YOU WENT.	NAGDUMAN KA.
DID YOU PLAY?	NAGKÁWAT KA?
DID I PLAY?	NAGKAWAT AKO?
DID MIKE PLAY?	NAGKAWAT SI MIKE?
DID SHE PLAY?	NAGKAWAT SIYA?

Write the following verb roots on the board, along with the English equivalent, and ask students to ask and answer questions using these roots.

LANGÓY (SWIM)

LAKÁW (WALK)

DALÁGAN (RUN)

e.g.	NAGDALÁGAN KA?	DAÍ. NAGLAKÁW AKÓ.
	NAG-ANÓ KA? NAGLANGÓY KA?	DAÍ. NAGKARÍGOS AKÓ.
	MÁLAKAW KA?	DAÍ. MADALÁGAN AKÓ.

X. Add NÁ, meaning "now," a new action:

Cue	Student 1	Student 2
(DUMÁN)	MÁDUMAN KA NA?	IYÓ.
(go)	"are you going ~~now?~~ to go now?"	" Yes."
(KARÍGOS)	MAKARÍGOS KA NA?	IYO.
(BÁSA)	MABÁSA KA NA?	IYO.
(SÚLAT)	MASÚLAT KA NA?	IYO.
(TRABÁHO)	MATRABÁHO KA NA?	IYO.
(ÁDAL)	MA-ÁDAL KA NA?	IYO.
(KAKÁN)	MAKAKÁN KA NA?	IYO.
(INÚM)	MA-INÚM KA NA?	IYO.

Cue	Student 1	Student 2
(KÁWAT)	MAKÁWAT KA NA?	DÁI. MA______ AKÓ.
(LANGÓY)	MALANGÓY KA NA?	DAI. MA______ AKO.
(LAKÁW)	MALAKÁW KA NA?	DAI. MA______ AKO.
(DALÁGAN)	MADALÁGAN KA NA?	DAI. MA______ AKO.
(KARÍGOS)	MAKARÍGOS KA NA?	DAI. MA______ AKO.
(TRABÁHO)	MATRABÁHO KA NA?	DAI. MA______ AKO.

Teacher	Student
ARE YOU GOING TO GO NOW?	MADUMAN KA NA?
ARE YOU GOING TO EAT NOW?	MAKAKAN KA NA?
ARE YOU GOING TO WORK NOW?	MATRABAHAO KA NA?
ARE YOU GOING TO PLAY NOW?	MAKAWAT KA NA?
ARE YOU GOING TO STUDY NOW?	MA-ADAL KA NA?
ARE YOU GOING TO READ NOW?	MABASA KA NA?
ARE YOU GOING TO RUN NOW?	MADALAGAN KA NA?

XI. Add NA, meaning "already."

	Cue	Student 1	Student 2
Example:	(ÁDaL) (study)	NaG-ÁDaL Ka Na? "Did you already study?"	IYÓ NA. Yes,(I)already(did).
	(DUMáN)	NaGDUMáN Ka Na?	IYO NA.
	(SÚLaT)	NaGSÚLaT Ka Na?	IYO NA.
	(KáWAT)	NaGKáWAT Ka Na?	IYO NA.
	(BáSa)	NaGBáSa Ka Na?	IYO NA.
	(KaKáN)	NaGKaKáN Ka Na?	IYO NA.
	(KaRÍGOS)	NaGKaRÍGOS Ka Na?	IYO NA.
	(INÚM)	NaGINÚM Ka Na?	IYO NA.

Add: DaÍ Pa, "not yet"

(DaLáGaN)	NaGDaLáGaN Ka Na?	DaÍ Pa.
(LaKáW)	NaGLaKáW Ka Na?	DaI Pa.
(TRaBáHaO)	NaGTRaBáHO Ka Na?	DaI Pa.
(ÁDaL)	NaG-ÁDaL Ka Na?	DaI Pa.
(DUMáN)	NaGDUMáN Ka Na?	DaI Pa.
(KaRÍGOS)	NaGKaRÍGOS Ka Na?	DaI Pa.
(INÚM)	NaG-INÚM Ka Na?	DaI Pa.

XII.

Cue	Student 1	Student 2
(DUMAN)	MÁDUMAN KA?	NAGDUMÁN NA AKÓ.*
(go)	"are you going to go?"	"I already went."
(INUM)	MÁ-INUM KA?	NAGINÚM NA AKÓ.
(KAKAN)	MÁKAKAN KA?	NAGKAKÁN NA AKÓ.
(KAWAT)	MAKÁWAT KA?	NAGKÁWAT NA AKÓ.
(KARIGOS)	MAKARÍGOS KA?	NAGKARÍGOS NA AKÓ.
(DALAGAN)	MADALÁGAN KA?	NAGDALÁGAN NA AKÓ.
(TRABAHO)	MATRABÁHO KA?	NAGTRABÁHO NA AKÓ.
(ADAL)	MA-ÁDAL KA?	NAG-ÁDAL NA AKÓ.

Teacher asks informal questions with MA-, students answer with NAG_____ NA AKO. Teacher will ask occasionally for a translation of question and answer.

e.g. MADUMAN KA SA LIBRARY?
MA-ADAL KANG BIKOL?
MAKARIGOS KA SA SWIMMING POOL?
MAKAWAT KANG SCRABBLE?
MAKAKAN KANG BREAKFAST?
MALAKAW KA SA ESKUELAHAN?
MA-ADAL KANG HOMEWORK?

Students ask each questions, such as the above, to the teacher; teacher will first get them to use verbs which will take -NG, then verbs which will take SA ("at/in,etc.")

*NOTE: Word order - KA precedes NA; other pronouns follow.

XIII. Review the two parts of the dialogue and add:

A: SÍSAY AN KAIRÍBA MO?	A: WHO DID YOU GO WITH? (lit. WHO IS/WAS YOUR COMPANION?)
B: AKÓ SANÁ.	B: JUST ME.

After practicing these lines, substitute SI____plus a name for AKÓ SANÁ.

SI is a particle occurring before proper names; it has already been practiced in previous drills.

Student 1	Student 2
SAÉN KA HALÈ?	SA ESKUELAHÁN. (e.g.)
SÍSAY AN KAIRÍBA MO?	SI ROGER. (e.g.)
SAÉN KA HALÈ?	SA ________.
SÍSAY AN KAIRIBA MO?	SI ________.
SAÉN KA HALÈ?	SA ________.
SÍSAY AN KAIRÍBA MO?	SI________.

XIV. Teacher takes role of JIM in dialogue, students take part of the child greeting him.

After appropriate practice the students take both roles, substituting freely where the can.

To wrap up the dialogue teach:

B: MÁDUMAN NA AKÓ.	B: I'LL BE GOING NOW.
A: O, SÍGE.	A: ALL RIGHT.

MADUMÁN NA AKÓ (the cultural equivalent for "Good-bye;" it is the common leavetaking expression.)

O, SÍGE ("Okay, all right" is the common reponse to the above, giving permission for the person to leave)

XV. Students ask the teacher as many questions as they can using the structures and vocabulary presented in this lesson; e.g.

ANÓ AN NGÁRAN MO?

TÁGA SAÉN KA?

O, TÁGA _____ KA PALÁN?

NAGTRABÁHAO KA SA PHILIPPINES?

NAG-ÁDAL KANG ENGLISH?

NAGKAKÁN KA NA?

MAKÁWAT KANG VOLLEYBALL TONIGHT? *

MADÍGDI KA TOMORROW?

---

* In using the structures and vocabulary already known, students should not be shy about throwing in English words when they find themselves wanting in vocabulary.

LESSON TWO

I. Pronunciation practice: glottal stops .

MÁSAEN KÁ?	MÁ-INUM KA NA?	DAÍ KA MÁDUMAN?
SÁEN KA HALÈ?	MÁ-ANO KA NA?	DAÍ KA MÁ-INUM?
TÁGA SÁEN KA?	MA-ÁDAL KA NA?	DAÍ KA MA-ÁDAL?

Pronunciation practice: unaspirated (voiceless) stops.

túgang	(brother/sister)				
tinápay	(bread)	pili	(choose)	hánap	(look for)
túbig	(water)				
tataó	(know how to)				
túkaw	(sit down)	kakan	(eat)	dólok	(approach)
abót	(arrive)				

NAGKAKÁN NA SIYÁ?	DID HE ALREADY EAT?
NAGTÚKAW NA SIYÁ?	DID HE ALREADY SIT DOWN?
NAGPILÌ NA SIYÁ?	DID HE ALREADY CHOOSE?
NAG-ABÓT NA SIYÁ?	[illegible]D HE ALREADY ARRIVE?

Teach the following question and response:

A: TATAÓ KA NANG BÍKOL?	A: DO YOU KNOW HOW TO (SPEAK) BIKOL NOW?
B: KADIKÍT SANÁ. (Naga) DI-ÍT SANÁ. (Legazpi)	B: JUST A LITTLE.

LESSON TWO

II. Translation drills.

Teacher	Student
Are you going to go now?	MÁDUMAN KA NA?
Are you going to eat now?	MÁKAKAN KA NA?
Are you going to buy now?	MÁBAKAL KA NA?
Are you going to take a bath now?	MAKARÍGOS KA NA?
Are you going to study now?	MA-ÁDAL KA NA?
Are you going to sit down now?	MATÚKAW KA NA?
Are you going to choose now?	MAPILÌ KA NA?
Are you going to read now?	MABÁSA KA NA?
Add: SA AGA (tomorrow)	
I'll read tomorrow.	MABÁSA AKÓ SA AGÁ.
I'll study tomorrow.	MA-ÁDAL AKO SA AGÁ.
I'll go tomorrow.	MÁDUMAN AKÓ SA AGÁ.
I'll take a bath tomorrow.	MAKARÍGOS AKO SA AGA.
I'll play tomorrow.	MAKÁWAT AKO SA AGA.
I'll come tomorrow.	MADÍGDI AKO SA AGA.
I'll buy tomorrow.	MÁBAKAL AKO SA AGA.
I'll drink tomorrow.	MÁ-INUM AKO SA AGA.
He already played.	NAGKÁWAT NA SIYÁ.
He already took a swim.	NAGKARÍGOS NA SIYA.
He already drank.	NAG-INÚM NA SIYA.
He already ate.	NAGKAKÁN NA SIYA.
He already went.	NAGDUMÁN NA SIYA.
He already studied.	NAG-ÁDAL NA SIYA.
He already took a shower.	NAGKARÍGOS NA SIYA.
He already chose.	NAGPILÌ NA SIYA.
She's going to read now.	MABÁSA NA SIYÁ.
Joe's going to take a bath now.	MAKARÍGOS NA SI JOE.
He's going to eat now.	MÁKAKAN NA SIYA.
I'm going to go now.	MÁDUMAN NA AKO.
Alicia's going to study now.	MA-ÁDAL NA SI ALICIA.
He's going to buy now.	MÁBAKAL NA SIYA.
I'm going to sit down now.	MATÚKAW NA AKO.
So you're going to go!	MÁDUMAN KA PALÁN?
So you're going to eat!	MÁKAKAN KA PALAN?
So you're going to take a bath!	MAKARÍGOS KA PALAN?
So you're going to study!	MA-ÁDAL KA PALAN?
So you're going to drink!	MÁ-INUM KA PALAN?
So you're going to buy!	MÁBAKAL KA PALAN?
So you're going to choose!	MAPILÌ KA PALAN?
So you're going to come!	MADÍGDI KA PALAN?

LESSON TWO

IV. Dialogue.

A: ANÓ AN NGÁRAN MO?	A: WHAT'S YOUR NAME?
B: JON.	B: JON.
A: HALANGKÁWON KA!	A: YOU'RE VERY TALL!

Add: GWÁPO (handsome, good-looking)
GWÁPA (pretty)

Do the dialogue in a chain drill, substituting GWAPO/GWAPA where HALANGKÁWON doesn't apply.

Add to the dialogue:

A: MÍDBID MO SI ROGER ANDERSON?	A: DO YOU KNOW ROGER ANDERSON?
B: SÍSAY SIYÁ?	B: WHO'S HE?
A: PÍYSKOR SIYÁ. IKÁ, PÍYSKOR KA?	A: HE'S (IN THE) PEACE CORPS. YOU, ARE YOU (IN THE) PEACE CORPS?

In chain fashion, substitute names for ROGER ANDERSON.

LESSON TWO

IV. Add more adjectives:

HARAYÔ (FAR)

HARANÍ (CLOSE-BY)

MAGAYÓN (BEAUTIFUL)

MAKANÓS (UGLY)

MA-INÍT (HOT)

MALIPÓT (COLD, COOL)

Explain: Adjective alone means "It is _____."
HARAYÔ "It's far.2

Asks questions that will elicit one of the adjectives (9) presented, then have students ask each other similar questions. e.g.

Teacher	Student
TÁGA SAÍN KA?	CHICAGO.
CHICAGO, HARAYÔ SA CALIFORNIA?	IYÓ. HARAYÔ.
HARANÍ AN CHICAGO SA DISNEYLAND?	HARAYÔ.
MAGAYÓN AN CHICAGO?	MAKANÓS.
MA-INÍT DUMÁN SA CHICAGO?	MA-INÍT.
MAINÍT SA WINTER?	MALIPÓT.

LESSON TWO

V. Practice BAKÔ ("NO"), which negates adjectives andnouns.

Teacher asks questions which students answer with BAKO plus the opposite adjective or a different noun.

After a number of questions, the students ask each other similar questions.

Teacher	Student
MALIPÓT DUMÁN SA PILIPÍNAS?	BAKÔ. MA-INÍT.
MALIPÓT DÍGDI SA ________?	BAKÔ. MA-INÍT.
MA-INÍT DUMÁN SA ALÁSKA, ANÓ?	BAKÔ. MALIPÓT.
GWÁPO SI AKIM TAMAROFF, ANÓ?	BAKÔ. MAKANÓS.
HARANÍ AN PILIPÍNAS, ANÓ?	BAKÔ. HARAYÔ.
-etc.-	
TÁGA CALIFORNIA KA, ANÓ?	BAKÔ. TÁGA NEW JERSEY AKÓ.
AN NGÁRAN MO SI JOE, ANÓ?	BAKÔ. HAROLD.
IKÁ SI ROGER ANDERSON, ANÓ?	BAKÔ. AKÓ SI ______.
-etc.-	

VI. Add more adjectives:

MAHÁL	"expensive"
BARÁTO	"cheap"
MASIRÁM	"delicious"
MARIBÓK	"noisy"
MABOÓT	"nice, friendly"
MAKARÁW	"mischeivous, naughty"
HABABA	"short, low"

Teach -ON "very"; -HON follows a vowel.

Repetition:

MAHÁLON.
MASIRÁMON.
MARIBÓKON.
MAKARÁWON.
MAGAYÓNON.
MAKANÓSON.
MA-INÍTON.
MALIPÓTON.
MABOÓTON.

HALANGKÁWON.
HABABA-ON.
HARAYÓ-ON.
HARANI-ON.

GWÁPOHON.
GWÁPAHON.
BARÁTOHON.

Teacher	Student
MAsirám.	MASIRÁMON.
MAGAYÓN.	MAGAYÓNON.
BARÁTO.	BARATÓHON.
HALANGKÁW	HALANGKÁWON.
MARIBOK	MARIBÓKON.
-etc.-	

Teacher	Student
It's very hot.	MA-INÍTON.
It's very expensive.	MAHÁLON.
It's very noisy.	MARIBÓKON.
It's very far.	HARAYÓ-ON.
-etc.-	

Teacher asks questions, students either agree (with -ON) or disagree (BAKO. _____-ON.) Students then ask each other.

e.g.	MA-INÍT SA BÁGUIO?	BAKÔ. MALIPÓTON.
	HARANÎ AN MINDANÁO?	BAKÔ. HARAYÓ-ON.
	MAHÁL AN CADILLÁC?	IYÓ. MAHÁLON.

-etc.-

VII. Teach KAMÍ ("we"), KAMÓ ("you-plural"), SINDÁ ("they").

Students from half of the class make generalizations about students from other half. Other half refutes the generalizations.

e.g.

Student 1	Student 2
MAGAYÓNON KAMÍ. MAKANÓSON KAMÓ.	BAKÔ! MAKANÓSON KAMÓ. MAGAYÓNON KAMÍ.
MABOÓTON KAMÍ. MAKARÁWON KAMÓ!	BAKÔ! MAKARÁWON KAMÓ. MABOÓTON KAMÍ!

-etc.-

Students tell the teacher about other students:

HALANGKÁWON SINDÁ.

GWÁPO SINDÁ.

MABOÓTON SINDÁ.

-etc.-

VIII. Teach KITÁ ("We-inclusive"); contrast it with KAMÍ ("We-exclusive").

Students tell the teacher what they are going to do after class:

e.g.	MÁKAKAN KAMÍ.	"We'll eat."
	MASÚLAT KAMÍ.	"We'll write."
	MA-ÁDAL KAMI.	"We'll study."

-etc.-

Students ~~tell~~ ask the teacher if he wishes to do certain things by including him in the "we" form (KITÁ):

e.g.	MAKÁWAT KITÁ?	"Shall we (all) play?"
	MATRABÁHO KITÁ?	"Shall we (all) work?"
	MÁDUMAN KITÁ?	"Shall we (all) go?"

-etc.-

Students tell the teacher what they did the day before.

e.g.	NAGDALÁGAN KAMÍ.	"We ran"
	NAGBÁSA KAMÍ.	"We read."
	NAG-ÁDAL KAMÍ.	"We studied."

-etc.-

Students tell the teacher what they all did the day before.

e.g.	NAG-KAKÁN KITÁ.	"We-all ate."
	NAG-INÚM KITÁ.	"We-all drank."
	NAGKARÍGOS KITÁ.	"We-all took a bath."

-etc.-

Rapid review of the pronouns: Teacher says the English, a student responds immediately with the Bikol; bring attention to Ika (long form, preceding) and ka (short form, following).

Teacher	Student
They	SINDÁ
You	IKÁ
We-all	KITÁ
You-all	KAMÓ
She	SIYÁ
I	AKÓ
We-not-you	KAMÍ

Questions: to elicit the seven (7) pronouns.

MÁ-ANO KAMÓ? MA_____ KAMÍ.

-etc.-

IX. Add more nouns:

MAÉSTRO/ MAÉSTRA (teacher)
AMERICÁNO/ AMERICÁNA (American)
PILIPÍNO/ PILIPÍNA (Filipino)
LALÁKI (boy, man)
BABÁE (girl, woman)
ESKUÉLA (student, pupil)

Teacher asks questions which will elicit these nouns (& "PIYSKOR") in a natural way.

e.g. Teacher writes on the board "FRANCIS, FRANCES, MARION, MARIAN, PAT, PATTY, JOE, JO, GENE, JEAN."

Teacher	Student
SI FRANCIS, LALÁKI O BABÁE?	LALÁKI.
SI MARIAN, LALÁKI O BABÁE?	BABÁE.
SI JO, LALÁKI ANÓ?	BAKÔ. BABÁE.
SI GENE, BABÁE ANÓ?	BAKÔ. LALÁKI.
-etc.-	
SÍSAY SI _________?	ESKUÉLA. (e.g.)
SÍSAY SI __________?	AMERICÁNO. MAÉSTRO. (e.g.)
-etc.-	

Students ask each other similar questions.

e.g. ESKUÉLA SI _____?	BAKÔ. PIYSKOR.
SI JEAN LALÁKI ANÓ?	BAKÔ. BABÁE.
-etc.-	

X. GRAMMAR: Making generalizations about structural patterns.

Write the following on the board:

HE'S VERY TALL.	HALANGKÁWON SIYÁ.
I'M A TEACHER.	MAÉSTRA AKÓ.

These sentences are called "equational" sentences, i.e. MAESTRA = AKO; HALANGKAWON = SIYA.

The class should be able to formulate two statements about major differences bwteen Bikol and English "equational" sentences, one about word order and the other about the verb "to be."

XI. Translation drills

Teacher	Student
Is it very hot?	MA-INÍTON?
Is she very beautiful?	MAGAYÓNON SIYÁ?
Is Roger very tall?	HALANGKÁWON SI ROGER?
Are they very pretty?	GWÁPAHON SINDÁ?
Are we-all very noisy?	MARIBÓKON KITÁ.?
Am I very mischeivous?	MAKARÁWON AKÓ?
Is it very far?	HARAYÓ-ON?
Are they very friendly?	MABOÓTON SINDÁ?
It's still very close-by.	HARANÍ-ON. PA.* (PA = "still")
They're still very noisy.	MARIBÓKON PA SINDÁ.
He's still very short.	HABÁBA-ON PA SIYÁ.
I'm still very good-looking.	GWÁPOHON PA AKÓ.
It's still very hot.	MA-INÍTON PA.
We (not you)'re still very far.	HARAYÓ-ON PA KAMÍ.
Roger's still very tall.	HALANGKÁWON PA SI ROGER.
~~You're~~ She's still very beautiful.	MAGAYÓNON PA SIYÁ.
We'll arrive tomorrow.	MÁ-ABOT KAMÍ SA ÁGA.
You-all will arrive tomorrow.	MA-ABOT KAMÓ SA AGA.
I'll arrive tomorrow.	MA-ABOT AKÓ SA AGA.
They'll arrive tomorrow.	MA-ABOT SINDÁ SA AGA.
Roger will arrive tomorrow.	MA-ABOT SI ROGER SA AGA.
We-all will arrive tomorrow.	MA-ABOT KITÁ SA AGA.
You'll arrive tomorrow.	MA-ABOT KA SA AGA.
He'll arrive tomorrow.	MA-ABOT SIYÁ SA AGA.
WHO? ME?	SÍSAY? AKÓ?
WHO? THEM?	SISAY? SINDÁ?
WHO? YOU?	SISAY? IKÁ?
WHO? ROGER?	SISAY? SI ROGER?
WHO? US (ALL)?	SISAY? KITÁ?
WHO? YOU_ALL?	SISAY? KAMÓ?
WHO? HER?	SISAY? SIYÁ?
WHO? WE (NOT YOU)?	SISAY? KAMÍ?
WHO? HIM?	SISAY? SIYÁ?

* Teach "PA" ("still") before doing this exercise.

XII. Teacher asks questions to be negated by the students.
DAI for verbs; BAKO for adjectives/ nouns/ pronouns.

e.g.

Teacher	Student
TÁGA PLÓRIDA KA, ANÓ?	BAKÔ. TÁGA NORTH CAROLINA (e.g.)
ESKUÉLA KA?	BAKÔ. PÍYSKOR.
A, PÍYSKOR. MÁDUMAN KAMÓ SA PALÁWAN, ANÓ?	DAÍ. SA BÍKOL.
NAGDUMÁN KA NA SA BÍKOL?	DAÍ.PA.
MÁDUMAN KA SA BÍKOL SA ÁGA?	DAÍ.
MÍIBID MO SI ROGER ANDERSON? TÁGA BÍKOL SIYA.	DAÍ.
HALANGKÁWON KA!	BAKÔ. HAPAPÀ.

-etc.-

Students ask each other similar questions.

e.g.

XIII.

A:	MATRABÁHO KA?	A:	ARE YOU GOING TO WORK?
B:	DAÍ.	B:	NO.
A:	ANÓ (PÔ)?	A:	WHAT (SIR/MA'AM)?
B:	DAÍ AKÓ MATRABÁHO.	B:	I'M NOT GOING TO WORK.

Teacher cues a negative statement by using English.

Teacher	Student
work	DAÍ AKÓ MATRABÁHO.
play	DAI AKO MAKÁWAT.
read	DAI AKO MABÁSA.
write	DAI AKO MASÚLAT.
take a bath	DAI AKO MAKARÍGOS.
run	DAI AKO MADALAGAN.
drink	DAI AKO MÁ-inum.
____	DAI AKO MA____.
-etc.-	

Teacher cues chain drill by giving Bikol root and pronoun.
e.g.

Teacher	Student
ÁDAL, KAMÓ	A: MA-ÁDAL KAMÓ? B: DAÍ. A: ANÓ? (ANÓ PÔ?) B: DAÍ KAMÍ MA-ÁDAL.
KÁWAT, SI ROGER	A: MAKÁWAT SI ROGER? B: DAÍ. A: ANÓ? (ANÓ PÔ?) B: DAÍ SIYÁ MAKÁWAT.
INÚM, IKÁ	A: MÁ-INUM KA? B: ~~XXXX(XXX)X~~ DAÍ. A: ANÓ? A: DAÍ AKÓ MÁ-INUM.
-etc.-	

XIV. Teacher	Student
(SI ROGER) DUMÁN	A: DAÍ XXXX NAGDUMÁN SI ROGER. B: ANÓ PÔ? A: DAÍ SIYÁ NAGDUMÁN.
(SI ______; DÍGDI)	A: DAÍ NAGDÍGDI SI _______. B: ANÓ PÔ? A: DAÍ SIYÁ NAGDÍGDI.

*etc.-

Teacher	Student
Roger arrived.	NAG-ABÓT SI ROGER.
Roger didn't arrive.	DAI NAG-ABOT SI ROGER.
He didn't arrive.	DAI SIYA NAG-ABOT.
Joe ate.	NAGKAKÁN SI JOE.
Joe didn't eat.	DAI NAGKAKAN SI JOE.
He didn't eat.	DAI SIYA NAGKAKAN.
Jon played.	NAGKÁWAT SI JON.
Jon didn't play.	DAI NAGKAWAT SI JON.
He didn't play.	DAI SIYA NAGKAWÆ.
Steve worked.	NAGTRABÁHO SI STEVE.
Steve didn't work.	DAI NAGTRABAHO SI STEVE.
He didn't work.	DAI SIYA NAGTRABAHO.
Marsha ran.	NAGDALÁGAN SI MARSHA.
Marsha didn't run.	DAI NAGDALAGAN SI MARSHA.
She didn't run.	DAI SIYA NAGDALAGAN.
The man took a bath.	NAGKARÍGOS AN LALÁKI.
THe man didn't take a bath.	DAI NAGKARIGOS AN LALAKI.
He didn't take a bath.	DAI SIYA NAGKARIGOS.
The girl studied.	NAG-ÁDAL AN BABÁE.
The girl didn't study.	DAI NAG-ADAL AN BABAE.
She didn't study.	DAI SIYA NAG-ADAL.
The student went.	NAGDUMÁN AN ESKUÉLA.
The student didn't go.	DAI NAGDUMAN AN ESKUELA.
He didn't go.	DAI SIYA NAGDUMAN.

XV. Review ANO AN NGARAN MO and add ANÓ AN APELYÍDO MO?
"What's your last name?"

Add: SAÉN KA NAGÉESTÁR?
"Where do you live?"
"Where are you staying?"

Conversation using the patterns and vocabulary already presented and practiced. Reverse roles, after practice, so students ask teacher the questions.
Possible questions:

Teacher	Student
ANÓ AN NGÁRAN MO?	ROGER.
ANÓ AN APELYÍDO MO?	ANDERSON.
ROGER ANDERSON?	IYÓ.
HALANGKÁWON KA!	IYÓ.
SAÉN KA SA AMÉRICA?	TÉXAS.
O, TÁGA TÉXAS KA PALÁN?	IYÓ.
SAÉN SA TÉXAS?	AUSTIN.
AUSTIN, HARANÍ SA CALIFORNIA?	BAKÔ. HARAYÔ-ON.
SAÉN KA NAGÉESTÁR?	SA LEGÁZPI.
A, PÍYSKOR KA?	IYÓ.
SÍSAY AN KAIRÍBA MO?	AKÓ SANÁ.
TATAÓ KA NANG BÍKOL?	KADIKÍT (DI-ÍT) SANÁ. MÁDUMAN NA AKÓ.
O, SÍGE.	

Other possible questions:

MATRABÁHO KA SA LEGÁZPI?	BAKÔ. MÁTRÁBAHO AKÓ SA NÁGA.
MÁSAEN KA?	SA ___________.
MÁ-ANO KA? MA_________?	___________.
MÍIBID MO SI_________?	IYO/ DAI.

LESSON THREE

I. Dialogue.

A:	MARHÁY NA ÁGA. ANÓ AN NGÁRAN MO	A:	GOOD MORNING. WHAT'S YOUR NAME?
B:	DANÍLO. VILBÁR.	B:	DANILO VILBAR.
A:	ANÓ?	A:	WHAT?
B:	DANÍLO.	B:	DANILO.
A:	NAG-ÁANÓ KA?	A:	WHAT'RE YOU DOING?
	(DAÍ NAGSIMBÁG)		(NO ANSWER)
	DAÍ KA MASÚPOG. NAG-ÁANÓ KA?		DON'T BE SHY. WHAT ARE YOU DOING?
B:	DAÍ MAN.	B:	NOTHING.

II. Through pictures, the teacher, after several examples, elicits the correct responses to the question NAG-AANO SIYA?
"What's he/she doing?"

e.g.	Teacher	Student
	NAG-ÁANÓ SIYÁ?	NAGBABÁSA SIYÁ.
	NAG-AANO SIYA?	NAGSUSÚLAT SIYÁ.
	NAG-AANO SIYA?	NAG-ÍINÚM SIYÁ.

-etc.-

Teacher goes through another series of pictures (photos, clips from magazines) which will elicit :

NAG- __ _____ SINDÁ.

Students, mixing both sets of pictures, ask each other the questions

NAG-ÁANÓ SIYA?	"What's he/she doing?"
NAG-AANO SINDA?	"What're they doing?"

Teacher (with pic.)	Student	
NAGBABÁSA SIYÁ, ANÓ? "He's reading, isn't he."	DAÍ SIYÁ NAGBABÁSA. NAGSUSULAT SIYA.	"He isn't reading" "He's writing."
NAGLÁLAKAW SIYÁ, ANÓ?	DAÍ SIYÁ NAGLÁLAKÁW. NAGDADALAGAN SIYÁ.	
NAGTATRÁBAHO SIYÁ, ANÓ?	DAÍ SIYÁ NAGTATRABÁHO. NAG-ÁADAL SIYÁ.	

-etc.-

Students, using the pictures, do the same exercise, chain fashion.

---

add the verbs BÁYLI ("dance"), KÁNTA ("sing"), LUTÒ ("cook") and, using pictures, have the students question each other with both NAG-AANO SIYA? and NAG __ _____ SIYA, ANÓ?

III. Add: NGUNYÁN ("now")

ARO-ÁLDAW ("every day")

Ask questions with NGUNYÁN and ARO-ÁLDAW:

(1) NAG-ÁANÓ SIYÁ NGUNYÁN?
"What is he doing now?"

(2) NAG-ÁANÓ SIYÁ ARO-ÁLDAW?
"What does he do every day?"

The answers to these questions need not include the adverb.

After appropriate practice, students ask each other similar questions.

Conversation using the new structure After teacher questions the students, students question the teacher. Sample questions:

IKÁ, R_____, NAGBABÁYLI KANG _____?

NAG-AÁDAL KANG BÍKOL ARO-ÁLDAW?

NAGDÚDUMÁN KA SA EMBASSY CAFETERIA?

KON NAGEESTÁR KA DUMÁN SA AMÉRICA,
NAGLULUTÒ KA?

SÍSAY AN NAGLULUTÒ?

SA AMÉRICA, SA WINTER, NAGKAKARÍGOS
KA ARO-ÁLDAW?

NAGKAKÁNTA KA SA SHOWER?

NAGBABÁSA KANG LÍBRO NGUNYÁN?
ANÓ AN NGÁRAN?

NAGBABÁSA KA ARO-ÁLDAW?

IV. Grammar: forming generalizations about structural patterns.

Write on the board the following three questions and elicit from the class the proper responses for each column using the verbs BÁSA, ABÓT, and KÁWAT.

MÁ-ANO SIYÁ?	NAG-ÁANÓ SIYÁ?	NAG-ANÓ SIYÁ?	
			BÁSA
			ABÓT
			KÁWAT

Students should form generalizations about the three forms:

"past" "present" "future"

How are they formed?

How are they used?

V. Contrast of "present" and "past" forms.

Cues: NGUNYÁN, ARO-ÁLDAW for "present"

KASU-ODMÀ ("yesterday"), KASU-BANGGÍ ("last night") for "past"

Teacher	Student
NAGSULAT SIYA.	NAGSÚLAT SIYÁ.
(NGUNYAN)	NAGSUSÚLAT SIYA.
(KASU-ODMA)	NAGSÚLAT SIYA.
(ARO-ALDAW)	NAGSUSÚLAT SIYA.
(KASU-BANGGI)	NAGSÚLAT SIYA.
NAG-IINUM SINDA.	NAG-ÍINÚM SINDÁ.
(KASU-BANGGI)	NAG-INÚM SINDA.
(NGUNYAN)	NAG-ÍINUM SINDA.
(KASU-ODMA)	NAG-INÚM SINDA.
NAG-AABOT NA SI JOE?	NAG-ÁABÓT NA SI JOE?
(KASU-ODMA)	NAG-ABÓT NA SI JOE?
(ARO-ALDAW)	NAG-ÁABÓT NA SI JOE?
(KASU-BANGGI)	NAG-ABÓT NA SI JOE?
(NGUNYAN)	NAG-ÁABÓT NA SI JOE?
DAI AKO NAGDUMAN.	DAÍ AKÓ NAGDUMÁN.
(ARO-ALDAW)	DAÍ AKO NAGDÚDUMÁN.
(KASU-banggi)	DAÍ AKO NAGDUMÁN.
(KASU-ODMA)	DAÍ AKO NAGDUMÁN.
DAI KA NAGLUTO?	DAÍ KA NAGLUTÒ?
(NGUNYAN)	DAÍ KA NAGLULUTÒ?
(ARO-ALDAW)	DAÍ KA NAGLULUTÒ?
(KASU-BANGGI)	DAÍ KA NAGLUTÒ?
(KASU-ODMA)	DAÍ KA NAGLUTÒ?

Aren't you studying now?	DAÍ KA NAG-AÁDAL NGUNYÁN?
Didn't you study yesterday?	NAG-ÁDAL KASU-ODMÀ?
Don't you study every day?	NAG-AÁDAL ARO-ÁLDAW?
Didn't you study last night?	NAG-ÁDAL KASU-BANGGÍ?
Aren't you working now?	DAI KA NAGTATRABÁHO NGUNYÁN?
Didn't you work yesterday?	NAGTRABAHO KASU-ODMÀ?
Don't you work every day?	NAGTATRABÁHO ARO-ÁLDAW?
Didn't you work last night?	NAGTRABÁHO KASU-BANGGÍ?

-etc. with "cook," "read",
"go". "write" -

VI. Contrasts: "present," "past," "future."

Cues: NGUNYÁN, ARO-ÁLDAW ("present")

KASU-ODMÀ, KASU-BANGGÍ ("past")

SA ÁGA, SA SARÓNG SEMÁNA ("next week") ("future")

The goal of these drills is automatic response. Teacher gives model sentence, student repeats, then teacher gives time cue which changes the sentence.

Teacher	Student
NAG-ABÓT AKÓ.	NAG-ABÓT AKO.
SA AGA.	MÁ-ABOT AKO.
KASU-ODMA.	NAG-ABÓT AKO.
SA SARONG SEMANA.	MÁ-ABOT AKO.
NGUNYAN.	NAG-AABÓT AKO.
ARO-ALDAW.	NAG-ÁABÓT AKO.
NAGLULUTO SIYA.	NAGLULUTÒ SIYÁ.
SA AGA.	MALUTÒ SIYA.
NGUNYAN.	NAGLULUTÒ SIYÁ.
KASU-BANGGI.	NAGLUTO SIYÁ.
ARO-ALDAW.	NAGLULUTÒ SIYÁ.
KASU-ODMA.	NAGLUTÒ SIYÁ,
MAKARIGOS KAMI.	MAKARÍGOS KAMÍ.
SA AGA.	MAKARÍGOS KAMÍ.
NGUNYAN.	NAGKAKARÍGOS KAMÍ.
ARO-ALDAW.	NAGKAKARÍGOS KAMI.
SASARONG SEMANA.	MAKARÍGOS KAMÍ,
KASU-BANGGI.	NAGKARÍGOS KAMÍ.
NAG-ADAL KA?	NAG-ÁDAL KA?
SA SARONG SEMANA.	MA-ADAL KA?
KASU-ODMA.	NAG-ÁDAL KA?
ARO-ALDAW.	NAG-AÁDAL KA?
KASU-BANGGI.	NAG-ÁDAL KA?
NGUNYAN.	NAG-AÁDAL KA?
MAKAWAT SINDA.	MAKÁWAT SINDÁ.
KASU-BANGGI.	NAGKÁWAT SINDÁ.
ARO-ALDAW.	NAGKAKÁWAT SINDÁ.
SA AGA.	MAKÁWAT SINDA.
SA SARONG SEMANA.	MAKÁWAT SINDÁ.
NGUNYAN.	NAGKAKÁWAT SINDÁ.

-etcetera

VII. Add: KAYÂ ("so, therefore, thus").

For these drills write an example of what is expected on the board:

NAGDUMÁN AKÓ KASU-ODMÀ, KAYÂ DAÍ AKÓ MÁDUMAN SA ÁGA.
"I went yesterday, so I won't go tomorrow."

NAGBAKÁL AKÓ KASU-ODMÀ, KAYÂ DAÍ AKÓ MÁBAKAL SA ÁGA.
"I bought yesterday, so I won't buy tomorrow."

"Past" vs. "Future"

Teacher	Student
DUMÁN	NAGDUMÁN AKÓ KASU-ODMÀ, KAYÂ DAÍ AKÓ MADUMAN SA ÁGA.
BAKÁL	NAGBAKÁL AKÓ KASU-ODMA, KAYÂ DAÍ AKÓ MÁBAKAL SA ÁGA.
INÚM	NAGINÚM AKÓ KASU-ODMÀ, KAYÂ DAÍ AKÓ MÁ-INUM SA ÁGA.
ÁDAL	NAG-ÁDAL AKO KASU-ODMÀ, KAYÂ DAÍ AKO MA-ÁDAL SA ÁGA.
TRABÁHO	NAGTRABÁHO AKÓ KASU-ODMÀ, KAYÂ DAÍ AKÓ MATRABÁHO SA ÁGA.
-etc.-	

(other cues: BAYLI, KAWAT, DIGDI, SULAT, KARIGOS)

Add: PÉRO ("but")

"Present" vs. "Future"

TRABÁHO	NAGTATRÁBAHO AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MATRABAHO SA ÁGA.
KAKÁN	NAGKÁKAKÁN AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MÁKAKAN SA ÁGA.
BÁSA	NAGBABÁSA AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MABASA SA ÁGA.
DALÁGAN	NAGDADALÁGAN AKÓ NGUNYÁN, PÉRO DAÍ AKÓ MADALÁGAN SA ÁGA.

(other cues: KARÍGOS, ÁDAL, LAKÁW, LANGÓY, PILÌ, KÁWAT)

VIII. "PRESENT" vs "PAST"

Add: TA ("because")

Write an example on the board to show what kind of response is expected.

Teacher	Student
SÚLAT	NAGSUSÚLAT AKÓ, TA DAÍ AKÓ NAGSÚLAT KASU-ODMÀ. "I'm writing because I didn't write yesterday."
ÁDAL	NAG-AÁDAL AKÓ TA DAÍ AKÓ NAG-ÁDAL KASU-ODMÀ.
LUTÒ	NAGLULUTÒ AKÓ TA DAÍ AKÓ NAGLUTÒ KASU-ODMÀ.
KÁWAT	NAGKAKÁWAT AKÓ TA DAÍ AKÓ NAGKÁWAT KASU-ODMÀ.
INÚM	NAG-IINUM AKO TA DAÍ AKÓ NAG-INUM KASU-ODMA.
KARÍGOS	NAGKAKARÍGOS AKÓ TA DAÍ AKÓ NAGKARÍGOS KASU-ODMÀ.

The reverse of the above drill, using KAYÂ ("so")

KARÍGOS	DAÍ AKÓ NAGKARÍGOS KASU-ODMÀ KAYÂ NAGKAKARÍGOS AKÓ NGUNYÁN. "I didn't take a bath yesterday so I'm taking a bath now."
KAKÁN	DAÍ AKÓ NAGKAKÁN KASU-ODMÀ KAYÂ NAGKAKAKAN AKÓ NGUNYAN.
PILÌ	DAÍ AKÓ NAGPILÌ KASU-ODMÀ KAYÂ NAGPIPILÌ AKÓ NGUNYÁN.
BAKÁL	DAÍ AKÓ NAGBAKÁL KASU-ODMÀ KAYÂ NAGBABAKÁL AKÓ NGUNYÁN.
-etc.-	

** Should these responses be too lengthy, have Student 1 respond with first half, Student 2 with second half of utterance.

IX. Review the last dialogue and add the following:

A: MÁSAEN KA?	A: WHERE ARE YOU GOING?
B: DUMÁN SANÁ.	B: JUST OVER THERE.
A: NAG-EESKUÉLA KA?	A: ARE YOU GOING TO SCHOOL?
B: IYÓ PÔ.	B: YES SIR.
A: SAÉN?	A: WHERE?
B: SA SAN JOSÉ.	B: IN SAN JOSE.

X. Practice DÍGDI, DYaN, DUMÁN as responses to MÁSaEN Ka?

DÍGDI ("here")

DYaN ("there, by you")

DUMÁN ("there, far from us")

Practice DÍGDI, DYaN (DIaN), DUMÁN with the verbal affixes already presented.

Teacher	Student
I went yesterday.	NaGDUMÁN aKÓ KaSU-ODMÀ.
SHE came today.	NaGDÍGDI SIYÁ NGUNYÁN.
We'll go tomorrow.	MÁDUMaN KaMÍ/KITa Sa ÁGa.
They'll go next week.	MÁDUMaN SINDÁ Sa SaRÓNG SEMÁNa.
Where are they going?	MÁSaEN SINDÁ?
Just here.	DÍGDI SaNÁ.
Just there (by you)	DYaN SaNÁ.
Just over there.	DUMÁN SaNÁ.

II. Review the two portions of dialogue presented and add:

A: NÁSA ANÓNG GRADE KA?	A: WHAT GRADE ARE YOU IN?
B: GRADE THREE.	B: GRADE THREE.
A: SÍSAY AN MÁESTRA MO?	A: WHO'S YOUR TEACHER?
B: SI MRS. PÁBULAR.	B: MRS. FABULAR.
A: SÍGE, MÁDUMAN NA AKÓ.	A: OKAY, I'LL BE GOING NOW.

XI. SITUATION: Starting a conversation with a little boy on his way to school. The responses of the little boy (the instructor's role) will be brief.

Sample questions:

Students	Teacher
MaRHáY Na áGa. MáSaEN Ka?	(DaÍ NaGSIMBáG)
MáSaEN Ka?	Sa ESKUELaHáN.
aNÓ aN NGáRaN MO?	DOMÍNGGO VILLaRUÉL.
DOMÍNGGO?	IYÓ.PÔ.
NaG-ESKUÉLa Ka?	IYÓ PÔ.
Sa....?	Sa SaN JOSÉ.
MÁ-aNO Ka DUMáN?	MaKáMaT.
SÍSaY aN KaIRÍBa MO?	aKÓ SaNÁ.
NáSa aNÓNG GRaDE Ka?	GRaDE TWO.
SaÉN Ka NaGEESTáR?	Sa SaN JOSÉ.
HaRaYÔ?	BaKÔ. HaRaNÍ-ON.
SÍSaY aN MaÉSTRa MO?	SI. MRS. PÁBULaR.
SaÉN aŊ DáGaT Ta MaKaRÍgOS aKÓ.	DUMáN SaNÁ.
MaKaRÍGOS Ka Sa DáGaT Sa áGa?	IYÓ PÔ.
O, SÍGE, MáDUMaN Na aKÓ.	GOOD-BYE SIR!

XII. SITUATION: A group of curious children, courageous because of their numbers, beset a newly arrived American who does not know much Bikol. In their eagerness to ask the new American questions, many of the children repeat questions which have already been answered.

The part of the new arrival is played by the teacher, the children (MGÁ aKI) by the class.

Sample questions:

Children	New arrival
MáSAEN Ka, SIR?	ANÓ?
MáSAEN Ka?	DUMÁN SANÁ.
ANÓ AN NGáRAN MO SIR?	DON.
ANÓ AN aPELYÍDO MO SIR?	BRYAN.
DON BRÁYaN?	IYÓ.
SAÉN KA NaGEESTÁR?	DUMÁN.
PÍYSKOR Ka?	IYÓ.
MÍDBID MO SI ROGER ANDERSON?	SÍSaY SIYá?
PÍYSKOR.	
TaTaÓ Ka NANG BÍKOL SIR?	KaDIKÍT SaNÁ.
SI ROGER, SIR, TaTaÓ SIYÁNG BÍKOL.	
SÍSaY aN KaIRÍBa MO?	ANÓ SaNÁ.
SIR, SAÉN Ka NaGEESTáR?	DUMáN.
ANÓ aN aPELYÍDO MO SIR?	BRYAN.
BRÁYAN?	IYÓ.
MáDUMaN Na KAMÍ, SIR.	O, SÍGE.

LESSON FOUR

I.	A: MAMIRÁ INÍNG MGÁ SIRÂ?	A: HOW MUCH EACH ARE THESE FISH?
	B: DYÍS SANÁ.	B: JUST TEN CENTS.
	PIRÁ AN GÚSTO MO?	HOW MANY DO YOU WANT?
	A: MAHÁLON MAN.	A: IT'S VERY EXPENSIVE.
	B: ITÓNG MGÁ SARADÍT, CÍNCO SANÁ.	B: THOSE SMALL ONES ARE JUST FIVE ¢ .
	A: SADÍTON MAN: AN GÚSTO MO SI DARAKULÀ.	A: THEY'RE VERY SMALL; I WANT THE BIG ONES.

II. Add names of common marketed foods:

____

____

____

____

____

Substitute the names of these countable foods into the first line of the dialogue.

Teach: INÍ "This"

IYÁN "That, near you"

ITÓ "That, far from us"

(using pics)

Teacher	Student
ANÓ INÍ?	SIRÂ IYÁN.
ANÓ IYÁN?	_____ INÍ.
ANÓ ITÓ?	_____ ITÓ.
-etc.-	

Teach: -NG linker (NA following dipthong and consonant)
add: PIRA ("How much" - re: price)

Teacher	Student Vendor
IYÁN NA SIRÂ, PIRÁ IYÁN?	INÍNG SIRÂ, CÍNCO SANÁ.
INÍNG _____, PIRÁ INÍ?	IYÁN NA ___, CÍNCO SANÁ.
ITÓNG _____, PIRÁ ITÓ?	ITÓNG _____, CÍNCO SANÁ?
-etc.-	

Students ask each other questions using the pattern practiced in the previous drill.

III. Teach: MGa (MaNGa), the plural noun marker.

Teacher	Student
LaLÁKI	MGÁ LaLÁKI
BaBÁE	MGÁ BaBÁE
SIRÂ	MGÁ SIRÂ

-etc.-

Teacher	Student
boyS	MGÁ LaLÁKI
girls	MGÁ BaBÁE
fish (pl)	MGÁ SIRÂ
PUpils	MGÁ ESKUÉLA

-etc.

Teacher	Student
student	ESKUÉLA
girls	MGÁ BaBÁE
man	LaLÁKI
pl-fish	MGÁ SIRÂ

-etc.-

around the class: (each student changes the noun)

NaGBaKÁL ANÓNG MGÁ ____________. "I bought some _____s."

NaG-aPÓT SI MGÁ ______________. "The ____s arrived."

NaG-PILÌ ANÓNG MGÁ____________. "I picked out some ____s."

NaGDaLÁGaN SI MGÁ _____________. "The ______s ran."

IV. Compare SADÍT (small one) to SARADÍT (small ones)

DAKÙLA (large one) DARAKÙLA (large ones)

Question the students, using the common - though optional- plural verb marker - RV- (-R plus first vowel of root), and try to elicit this -RV- in their response.

e.g. MAKARÁMAT NA KAMÓ, ANÓ?

NAGDARALÁGAN KAMÓ KASU-ODMÀ, ANÓ?

Through appropriate practice, see if the students can respond correctly without an explanation first of how to form the new (optional) structure.

Practice this structure briefly as an introduction to its existence; the students need not master it at this point.

Teacher	Student
NAGBÁSA SINDÁ.	NAGBARÁSA SINDÁ.
NAGSÚLAT SINDÁ.	NAGSURÚLAT SINDÁ.
NAGDALÁGAN SINDÁ.	NAGDARALÁGAN SINDÁ.
etc.-	
NAG-AANO KAMO? (BASA)	NAGBABARÁSA KAMÍ.
NAG-AANO KAMO? (SULAT)	NAGSUSURÚLAT KAMÍ.
-etc,-	

* Note: NAGRALAKAW, NAGRALANGOY, NAGRULUTÒ, ETC. (roots beginning with L)

Should this structure prove difficult, make this a lesson in inductive analysis; write a few past verbs on the board and ask for the optional plural equivalent (plural in this case meaning more than two).

V. Add to the previous dialogue:

B: GURÂNO AN GÚSTO MO?	B: HOW MUCH DO YOU WANT (TO GIVE)?
A: SISÉNTA AN SAMPULÓ.	A: SIXTY CENTS FOR THE TEN.
B: DAÍ PUÉDE! PIÉRDE MAN AKÓ!	B: CAN'T DO IT. I'LL LOSE.
A: O, SÍGE.	A: OH, ALL RIGHT.
B: ANÓ PA?	B: WHAT ELSE?
A: DAÍ NA.	A: NOTHING ELSE.

VI. Teach the Bikol numbers one through ten:

SaRÔ (1) DUWÁ (2) TOLÓ (3) aPÁT (4) LIMÁ (5)
aNÓM (6) PITÓ (7) WALÓ (8) SIYÁM (9) SaMPULÓ (10)

Substitute the numbers for SaMPULO:

Chain drill: B: GURÂNO aN GÚSTO MO?
A: SISÍNTa aN __________.

Teach: PIRÁ aN ______ SaKÁ ______? "How much is ____ and _____?"

aSK: PIRÁ aN ______ SaKÁ _____?

PIRÁ aN SaRÔ SaKÁ SaRÔ? __________.
PIRÁ aN DUWÁ SaKÁ DUWÁ? __________.
PIRÁ aN SaRÔ SaKÁ DUWÁ? __________.

-etc,-

VII. Add: TAMÀ (right, correct)

SALÂ (wrong, incorrect)

Demonstrate: how children eagerly - when they know the answr - raise their arm and shout "ANÓ SIR, ANÓ SIR" o "ANÓ MAM, ANÓ MAM!"

SITUATION: An American teacher is conducting a review class for second grade children. The addition questions, being easy for the children, draw quite eager response and participation, although not all o the anxious answers are correct.

The instructor first demonstrates how this situation might go, and then has various students play the role of the teacher.

e.g.

Teacher	Children
PIRÁ AN DUWÁ SAKÁ DUWÁ?	ANÓ SIR, ANÓ SIR! LIMÁ!
TAMÀ IYÁN?	SALÂ! SALÂ!
PIRÁ AN DUWÁ SAKÁ DUWÁ?	ANÓ SIR! APÁT!
TAMÀ IYÁN?	TAMÀ SIR!
PIRÁ AN _____ SAKÁ ____?	_______!

Students should imitate the enthusiasm of second grade children participating in a easy review exercise.

VIII. Teach SARONG BANGGI

SARÓNG BANGGÍ

SARÓNG BANGGÍ, SA HIGDAÁN,

NAKÁDANGÓG AKÓ NIN HUNI NIN

SARÓNG GAMGÁM.

SA LÚBA KO KATOROGAN,

BAKÔ KUNDÍ SÎMONG VÓCES IYÓ PALÁN.

DÁGOS AKÓ BANGON SI SAKÚYANG

MATÁ IMINULAT.

KAIDTÓNG KADIKLUMAN AKO NAGALAGKALAG.

KASU IHILING KO SI SAKUYANG MATA

SA ITAAS

SIMONG LAWOG NAHILING KO MALINAWAG.

ONE NIGHT

One night in bed
I heard the sound of
a bird.
I thought it was a dream,
It was not: it was your voice!
I arose and opened
My eyes.
In the darkness I looked around.
When I looked up
I saw your beaming face.

LESSON FIVE

I. Review the two parts of the dialogue from LESSON ONE.
Add on:

A: MÁ-ITÓM KA.	A: YOU'LL GET DARK (BLACK).
B: GÚSTO KONG MAGITÓM.	B: I WANT TO GET DARK (BLACK).

Substitute for MAGITOM:

Teacher	Student
ITÓM	GÚSTO KONG MAGITÓM.
INUM	GUSTO KONG MAG-INUM.
BÁSA	GUSTO KONG MAGBASA.
SÚLAT	GUSTO KONG MAGSULAT.
KÁWAT	GUSTO KONG MAGKAWAT.
DUMÁN	GUSTO KONG MAGDUMAN.
BAKÁL	GUSTO KONG MAGBAKAL.
PILI	GUSTO KONG MAGPILI.
TRABÁHO	GUSTO KONG MAGTRABAHO.

Teacher	Student
I want to read.	GÚSTO KONG MAGBÁSA.
I want to go.	GUSTO KONG MAGDUMAN.
I want to sing.	GUSTO KONG MAGKANTA.
I want to dance.	GUSTO KONG MAGBAYLI.
I want to walk.	GUSTO KONG MAGLAKAW.
I WANT TO sit down.	GUSTO KONG MAGTUKAW.
I want to study.	GUSTO KONG MAG-ADAL.

Teacher	Student
ANÓ AN GÚSTO MO?	GÚSTO KONG ________.
ANO AN GUSTO MO?	GUSTO KONG ________.
ANO AN GUSTO MO?	GUSTO KONG ________.
-etc.-	

Student 1	Student 2
ANÓ AN GÚSTO MO?	GÚSTO KONG ________.
ANO AN GUSTO MO?	GUSTO KONG ________.

-etc.-

II. Practice the pattern "GUSTO ____-NG MaG_____" with pronouns:

Teacher	Student
GÚSTO KONG MaGDUMÁN.	GÚSTO KONG MaGDUMáN.
"I want to go."	
SIYÁ	GÚSTO SIYáNG MaGDUMÁN.
IKÁ	GUSTO KaNG MaGDUMaN.
KAMÓ	GUSTO KaMONG MaGDUMaN.
SINDÁ	GUSTO SINDaNG MaGDUMaN.
KITÁ	GUSTO KITaNG MaGDUMaN.
SIYá	GUSTO SIYaNG MaGDUMaN.
GÚSTO KAMÓNG MaGBÁYLI.	GÚSTO KaMÓNG MaGBáYLI.
AKÓ	GUSTO KONG MaGBaYLI.
IKá	GUSTO KaNG MaGBaYLI.
SIYá	GUSTO SIYaNG MaGBaYLI.
SINDá	GUSTO SINDaNG MaGBaYLI.
KaMÍ	GUSTO KaMING MaGBaYLI.
KaMÓ	GUSTO KaMONG MaGBaYLI.
GÚSTO KaNG MaGKaRÍGOS?	GÚSTO KaNG MaGKaRÍGOS?
SIYÁ	GUSTO SIYaNG MaGKaRIGOS?
KaMÓ	GUSTO KaMONG MaGKaRIGOS?
SINDá	GUSTO SINDaNG MaGKaRIGOS?
KITá	GUSTO KITaNG MaGKaRIGOS?
IKá	GUSTO KaNG MaGKaRIGOS?
She wants to get dark.	GÚSTO SIYáNG MaGITÓM.
They want to get dark.	GUSTO SINDaNG MaGITOM.
I want to get dark.	GUSTO KONG MaGITOM.
We (not you) want to....	GUSTO KaMING MaGITOM.
You want to get dark.	GUSTO KaNG MaGITOM.
He wants to get dark.	GUSTO SIYaNG MaGITOM.
Do we-all want to drink?	GUSTO KITaNG MaGINOM?
Do they want to drink?	GUSTO SINDaNG MaGINOM?
Does he want to drink?	GUSTO SIYaNG MaGINOM.
Do you-all want to drink?	GUSTO KaMONG MaGINOM?
Does she want to drink?	GUSTO SIYaNG MaGINOM?
Do you want to drink?	GUSTO KaNG MaGINOM?

-etc.-

III. Add: HABÔ (don't want to/ don't like to)

Chain drill:	Student 1	Student 2
Teacher's cue:		
ÁDAL	GÚSTO KANG MAG-ÁDAL?	HABÔ. ("I don't want to.")
BASA	GUSTO KANG MAGBASA?	HABO.
KAWAT	GUSTO KANG MAGKAWAT?	HABO.
LAKAW	GUSTO KANG MAGLAKAW?	HABO.
TUKAW	GUSTO KANG MAGTUKAW?	HABO.
DUMÁN	GUSTO KANG MAGDUMAN?	HABO.
LANGÓY	GUSTO KANG MAGLANGOY?	HABÔ.

Cue

PÌLI	A:	GÚSTO KANG MAGPILÌ?	"Do you want to choose (something)?"
	B:	HABÔ.	"No, I don't want to."
	A:	ANO PÔ?	"Pardon?" ("What?")
	B:	HABÔ KONG MAGPILÌ.	"I don't want to choose (anything)."
KARÍGOS	A:	GÚSTO KANG MAGKARÍGOS?	"Do you want to take a swim (bath)?"
	B:	HABÔ.	"No, I don't want to."
	A:	ANO PÔ?	"Pardon?"
	B:	HABÔ KONG MAGKARÍGOS.	"I don't want to take a swim (bath)."

other cues:
BÁYLI, KAKÁN, DALÁGAN, LAKÁW, DUMÁN.

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IV. Add: TATAÓ ("know how to")

Teacher asks questions which students answer by IYO, DAI. When ready, students ask each other similar questions.

Sample questions:

TATAÓ KANG MAGLANGÓY?

TATAÓ KANG MAGLUTÒ?

TATAÓ KANG MAGBÁSA NIN BÍKOL?

TATAÓ KANG MAGBÁYLI NIN TANGO?

TATAÓ KANG MAGKÁWAT NIN "BRIDGE?"

TATAÓ KANG MAGKÁWAT NIN "CHINESE CHECKERS?"

TATAÓ KANG MAGKÁNTA NIN SARÓNG BANGGÍ?

TATAÓ KANG MAGSÚLAT NIN BIKOL?

TATAÓ KANG MAGLANGÓY NIN "BACKSTROKE?"

Further questions (based on responses to the above):

SI _____, TATAÓ SIYÁNG MAGLANGÓY?

SI _____, TATAÓ SIYÁNG MAGLUTÒ?

SI _____, TATAÓ SIYÁNG MAG_____ NIN _____?

-etc,-

V. Add: MOS NÁ ("Let's go.")

MAG______ KITÁ. ("Let's _____.")

Write an example of the following on the board for students to follow. Have students substitute in the verb slot.

Cue: KARIGOS

A: MOS NÁ. MAGKARÍGOS KITÁ.	A: Let's go. Let's take a swim (bath).
B: HABÔ.	B: I don't want to.
A: ANO PÔ?	A: Pardon?
B: HABÔ KONG MAGKARÍGOS.	B: I don't want to take a swim (bath).

Cue: KÁWAT XXXXXXXXXX

A: MOS NÁ. MAGKÁWAT KITÁ.

B: HABÔ.

A: ANO PÔ?

B: HABÔ KONG MAGKÁWAT.

CUE: KAKÁN*

A: MOS NÁ. MAGKAKÁN KITÁ.

B: HABÔ.

A: ANO PÔ?

B: HABÔ KONG MAGKAKÁN.

Other cues: INUM, TRABAHO, ADAL, DUMAN, BAYLI.

* Add: KÁON (KÁ-ON) - "eat" - the form used in Legazpi and other areas. Practice KAON in natural utterances using the affixes already presented: MA-, NAG-, NAG/cv-, MAG-

VI.

Teacher	Student
Let's read.	MAGBÁSA KITÁ.
I want to read.	GUSTO KONG MAGBASA.
I don't want to read.	HABÔ KONG MAGBASA.
I don't like to read.	HABÔ KONG MAGBASA.
I know how to read.	TATAÓ AKONG MAGBASA.
Let's dance.	MAGBÁYLI KITÁ.
I want to dance.	GUSTO KONG MAGBAYLI.
I don't want to dance.	HABÔ KONG MAGBAYLI.
I don't like to dance.	HABÔ KONG MAGBAYLI.
I know how to dance.	TATAÓ AKONG MAGBAYLI.
Let's study.	MAG-ÁDAL KITÁ,
I want to study.	GUSTO KONG MAG-ADAL.
I don't want to study.	HABÔ KONG MAG-ADAL.
Idon't like to study.	HABÔ KONG MAG-ADAL.
I know how to study.	TATAÓ AKONG MAG-ADAL.
Let's read.	MAGBÁSA KITÁ.
Let's write.	MAGSULAT KITA,
Let's take a swim.	MAGKARIGOS KITA.
Let's eat.	MAGKAKAN/MAGKAON KITA.
Let's drink.	MAGINUM KITA.
Let's work.	MAGTRABAHO KITA.
Let's go.	MOS NÁ. (MAGDUMAN KITA)
Does she want to sing?	GÚSTO SIYÁNG MAGKÁNTA?
Does she like to sing?	GUSTO SIYANG MAGKANTA?
Doesn't she want to sing?	HABÔ SIYÁNG MAGKANTA?
Doesn't she like to sing?	HABÔ SIYÁNG MAGKÁNTA.
Do they want to buy?	GÚSTO SINDÁNG MAGBAKÁL?
Do they like to buy?	GÚSTO SINDANG MAGBAKAL?
Don't they want to buy?	HABÔ SINDANG MAGBAKAL?
Don't they like to buy?	HABÔ SINDANG MAGBAKAL?
Do you want to get dark?	GÚSTO KANG MAGITÓM?
Do you like to get dark?	GUSTO KANG MAGITOM?
Don't you want to get dark?	HABO KANG MAGITOM?
Don't you like to get dark?	HABÔ KANG MAGITOM?
Do you know how to play?	TATAÓ KANG MAGKÁWAT?
Do you know how to swim?	TATAO KANG MAGLANGOY?
Do you know how to cook?	TATAÓ KANG MAGLUTO?
Do you know how to dance?	TATAÓ KANG MAGBAYLI.
Do you know how to speak Bikol?	TATAÓ KANG MAGBÍKOL?

VII. Present and practice numbers of Spanish origin, from 5 to 95.

5 : SÍNCO

10: DYES

15: KÍNSE

20: BÉYNTE

25: BÉYNTE Y SÍNCO

30: TRÉYNTA

35: TRÉYNTA Y SÍNCO

40: KWARÉNTA

45: KWARÉNTA Y SÍNCO

50: SINKWÉNTA

55: SINKWÉNTA Y SÍNCO

60: SESENTA

65: SESENTA y SINCO

70; SETENTA

75: SETÉNTA Y SÍNCO

80: OCHÉNTA

85: OCHÉNTA Y SÍNCO.

90: NOBÉNTA

95: NOBÉNTA Y SÍNCO

(100: SANGATÓS)

Practice 10, 20,30, 40, 50 etc. first.

It is not intended that the class will master these numbers during class.

VIII. Using pictures or objects, teacher asks class to add the price of known commodities, e.g.

INÍNG MGÁ SIRÂ DYES SANÁ.	"These fish are just ten (centabos).
INÍNG MGÁ MANGGÁ, BEYNTE.	"These mangoes are twenty."
PIRÁ AN BÁYAD?	"How much is the cost?"

TRÉYNTA.

ITÓNG MGÁ ______, BÉYNTE.
ITÓNG MGA ______, SINCO.
PIRA AN BÁYAD?

BÉYNTE Y SÍNCO.

-etc.-

Students ask each other to add up the prices of two items, one or both in the singular (INÍNG MGA ____ etc.) or plural (INÍNG MGA _____, etc.).

IX. SITUATION:* A radio broadcaster, armed only with a small, portable tape-recorder and plug-in microphone, interviews a group of ____ recently arrived Peace Corps Volunteers. The tape is to be done entirely in Bikol, since it is hoped that many barrio people unfamiliar with either English or the Peace Corps will listen in to the locally broadcast program.

The teacher takes the part of the radio interviewer, asks the Volunteers specific questions about their training, some autobiographical questions, what their mission is, etc.

The "interviewer" will supply necessary vocabulary (e.g. TABANG "help") as the need arises. As a finale, the Volunteers might be asked to sing a song ("Sarong Banggi") for the listening audience.

---

* It would be effective to tape-record this situation and play it back for the participants.

X. Negative commands.

Teacher	Student
DAÍ KA MAG_INÚM. "Don't drink."	DAÍ KA MAG-INÚM.
BÁSA	DAÍ KA MAGBÁSA.
SÚLAT	DAI KA MAGSÚLAT.
KAKÁN	DAI KA MAGKAKÁN.
DUMÁN	DAI KA MAGDUMÁN.
KARÍGOS	DAI KA MAGKARÍGOS.
BAKÁL	DAI KA MAGBAKÁL.
TRABÁHO	DAI KA MAGTRABÁHO.

Add: -PARA-, as in -

DAÍ KA MAGPARAKAKÁN.	"Don't eat so much!"
DAI KA MAGPARAINUM.	"Don't drink so much!"
NAGPARAKAKÁN AKO.	"I ate too much."
NAGPARAINÚM AKO.	"I drank too much."

Teacher	Student
NAGPARAKAKÁN AKO. "I ate too much."	DAI KA MAGPARAKAKÁN! "Don't eat so much!"
NAGPARA-INÚM AKO.	DAI KA MAGPARA-INÚM!
NAGPARA-ÁDAL AKO.	DAI KA MAGPARA-ADAL!
NAGPARATRABÁHO AKO.	DAI KA MAGPARATRABÁHO!
NAGPARABÁSA AKO.	DAI KA MAGPARABÁSA!
NAGPARA_____AKO.	DAI KA MAGPARA____!

XI. **SItuation:** A small and mischeivous child (played by the instructor) is doing to excess a number of things his visiting relatives (the class) wish he would stop. The child informs them of what he is doing("I'm eating a lot of candy," e.g.) and the protective relatives try to curb his indulgant behavior ("Don't eat so much" e.g.).

LESSON SIX: Review

Review dialogues, vocabulary, and structural patterns presented in the first five lessons.

Introduce and practice additional uses of the MAG- verbs (MA-, NAG-, NAG+cv-, MAG-) not yet practiced. E.g.:

NAG+ cv - meaning "was ____ing"
"used to ____"
"would ____ (habitually)"

Where patterns are weakly grasped, devise additional question-answer drills, then initiate conversation focused on the particular pattern.

E.G.

A: TATAO KANG MAGBAYLI? "Do you know how to dance?"
B: IYO. NAGBAYLI AKO KASU-BANGGI. "Yes, I danced last night."

A: TATAO KANG MAGKANTA?
B: IYO. NAGKANTA AKO KASU-BANGGI.

-etc.-

A: MAGTRABAHO KA. "Work!"
B: NAGTATRABAHO NA AKO. "I'm already working."

A: MAG-ADAL KA.
B: NAG-AADAL NA AKO.

-etc.-

A: MADUMAN SI ____? "Is ____ going to go?"
B: DAI. HABO SIYANG MAGDUMAN. "No, he doesn't want to go."

A: MAKARIGOS SI ____?
B: DAI. HABO SIYANG MAGKARIGOS.

-etc.

I'm going to work.	MATRABAHO AKO.
I'm working.	NAGTATRABAHO AKO.
I work.	NAGTATRABAHO AKO.
I was working.	NAGTATRABAHO AKO.
I worked.	NAGTRABAHO AKO.

She's going to sing.	MAKANTA SIYA.
She'll sing.	MAKANTA SIYA.
She sang.	NAGKANTA SIYA.
She sings.	NAGKANTA SIYA.
She's singing.	NAGKANTA SIYA.
She was singing.	NAGKANTA SIYA,
She used to sing.	NAGKANTA SIYA.

We're going to read.	MABASA KAMI.
We'll read.	MABASA KAMI.
We read. (past)	NAGBASA KAMI.
We read (present)	NAGBABASA KAMI.
We're reading.	NAGBABASA KAMI.
We were reading.	NAGBABASA KAMI.
We used to read.	NAGBABASA KAMI.

Is he going to dance?	MABAYLI SIYA?
Will he dance?	MABAYLI SIYA?
Does he dance?	NAGBABAYLI SIYA?
Is he dancing?	NAGBABAYLI SIYA?
Was he dancing?	NAGBABAYLI SIYA?
Did he used to dance?	NAGBABAYLI SIYA?
Did he dance?	NAGBAYLI SIYA?

etc.

LESSON SEVEN

I.

A: MÁSAEN KA?	A: WHERE'RE YOU GOING?
B: SA SÂDAN.	B: TO THE MARKET.
A: MÁANO KA?	A: WHAT'RE YOU GOING TO DO?
B: MÁBAKAL AKÓNG SIRÂ.	B: I'M GOING TO BUY SOME FISH.

Teacher	Student
MÁBAKAL AKÓNG SIRÂ.	MÁBAKAL AKÓNG SIRÂ.
SIYÁ	MABAKAL SIYANG SIRA.
IKÁ	MABAKAL KANG SIRA.
KAMÍ	MABAKAL KAMING SIRA.
KAMÓ	MABAKAL KAMONG SIRA.
KITÁ	MABAKAL KITANG SIRA.
SINDÁ	MABAKAL SINDANG SIRA.
AKÓ	MABAKAL AKONG SIRA.

Chain drill: Student A substitutes pronouns in MÁSAEN KA? and Student B makes appropriate changes in his responses.
Cues: KAMÓ, IKÁ, SIYÁ, SINDÁ, SI ______,
SI MGA BABÁE, SI MGA LALÁKI.

II. Substitute for B's responses, e.g.:

A: MÁSAEN KA?	A: WHERE'RE YOU GOING?
B: SA KUSÍNA.	B: TO THE KITCHEN.
A: MÁANO KA?	A: WHAT'RE YOU GOING TO DO?
B: MALUTÒ AKÓNG SIRÂ.	B: I'M GOING TO COOK SOME FISH.

Add: KUNYÁN ("whatchamacallit", a filler word that fills a space when the right word cannot be thought of)

Student B substitutes for SÂDAN, KUSÍNA and then responds to MÁANO KA? with an appropriate verb and object, e.g. SA LIBRARY - MABÁSA AKÓNG LÍBRO, SA DINING ROOM - MÁKAKAN AKÓNG SANDWICH. Where vocabulary is missing allow an English word or KUNYÁN.

III.

Teacher	Student
ANO AN BABAKALON MO?	MABAKAL AKONG ______.
"What are you going to buy?"	"I'm going to buy a/some ______."
ANO AN BABAKALON MO?	MABAKAL AKONG ______.
	MABAKAL AKONG ______.
	MABAKAL AKONG ______.
	etc.
ANO AN LULUTOON MO?	MALUTO AKONG ______.
"What are you going to cook?"	"I'm going to cook a/some ______."
ANO AN LULUTOON MO?	MALUTO AKONG ______.
	MALUTO AKONG ______.
	MALUTO AKONG ______.
	etc.
ANO AN HAHANAPON MO?	MAHANAP AKONG ______.
"What are you going to look for?"	"I'll look for a/some ______."
ANO AN HAHANAPON MO?	MAHANAP AKONG ______.
	MAHANAP AKONG ______.
	MAHANAP AKONG ______.
	etc/.
ANO AN IINUMON MO?	MAINUM AKONG ______.
ANO AN KAKAKANON MO?	MAKAKAN AKONG ______.
ANO AN AADALON MO?	MAADAL AKONG ______.
ANO AN BABASAHON MO?	MABASA AKONG ______.
ANO AN KAKAWATON MO?	MAKAWAT AKONG ______.
ANO AN PIPILION MO?	MAPILI AKONG ______.
	etc.

IV.

A: SAEN KA HALE?	A: WHERE'VE YOU BEEN?
B: SA SADAN.	B: TO THE MARKET.
A: NAG*ANO KA?	A: WHAT DID YOU DO?
B: NAGBAKAL AKONG SIRA.	B: I BOUGHT SOME/A FISH.

Teacher	Student
NAGBAKAL AKONG SIRA.	NAGBAKAL AKONG SIRA.
SIYA	NAGBAKAL SIYANG SIRA.
KAMO	NAGBAKAL KAMONG SIRA.
IKA	NAGBAKAL KANG SIRA.
SINDA	NAGBAKAL SINDANG SIRA.
KAMI	NAGBAKAL KAMING SIRA.
AKO	NAGBAKAL AKONG SIRA.
KITA	NAGBAKAL KITANG SIRA.
SIYA	NAGBAKAL SIYANG SIRA.

Substitute for SADAN, changing NAGBAKAL to an appropriate verb. e.g.

A: SAEN KA HALE?

B: SA ESKEULAHAN.

A: NAG-ANO KA?

B: NAG-ADAL AKONG BIKOL.

V.

Teacher	Student
I bought a book.	NAGBAKAL AKONG LIBRO.
I bought some books.	NAGBAKAL AKONG MGA LIBRO.
She bought a flower.	NAGBAKAL SIYANG BURAK.
She bought some flowers.	NAGBAKAL SIYANG MGA BURAK.
He bought a fish.	NAGBAKAL SIYANG SIRA.
He bought some fish.	NAGBAKAL SIYANG (MGA) SIRA.
We drank a coke.	NAGINUM KAMING COKE.
We drank some coke.	NAGINUM KAMING COKE.
We drank a beer.	NAGINUM KAMING BIR.
We drank some beer.	NAGINUM KAMING BIR.
We drank a Pepsi.	NAGINUM KAMING PEPSI.
We drank some Pepsi.	NAGINUM KAMING PEPSI.
They bought pork.*	NAGBAKAL SINDANG ORIG.
They bought some pork.	NAGBAKAL SINDANG ORIG.
They bought a pig.	NAGBAKAL SINDANG ORIG.
They bought some pigs.	NAGBAKAL SINDANG MGA ORIG.
Let's cook some fish.	MAGLUTO KITANG (MGA) SIRA.
Let's read a book.	MAGBASA KITANG LIBRO.
Let's study Bikol.	MAGADAL KITANG BIKOL.
Let's play Scrabble.	MAGKAWAT KITANG SCRABBLE.
Let's eat some whatchamacallit.	MAGKAKAN KITANG KUNYAN.
Let's pick out a fish.	MAGPILI KITANG SIRA.
Buy a beer.	MAGBAKAL KANG BIR.
Cook some fish.	MAGLUTO KANG SIRA.
Play Scrabble.	MAGKAWAT KANG SCRABBLE.
Choose a book.	MAGPILI KANG LIBRO.
Study Bikol.	MAGADAL KANG BIKOL.
He doesn't want to read a book.	HABO SIYANG MAGBASANG LIBRO.
They don't want to cook fish.	HABO SINDANG MAGLUTONG SIRA.
We don't want to drink beer.	HABO KAMING MAGINUM NIN BIR. **
I don't want to play Scrabble.	HABO KONG MAGKAWAT NIN SCRABBLE.
She doesn't like to study English.	HABO SIYANG MAGADAL NIN ENGLISH.

* Pig, pork = ORIG

** NIN serves the same function as -NG; try to elicit from students when NIN is used.

VI. Grammar: elicit from the students what the function of -NG/NIN is in exercise V, when each is used (i.e. following what kinds of sounds).

Change affirmative statements with -NG into negative statements with NIN. E.g.

Teacher	Student
MAKAWAT KANG BEYSBOL? "Will you play baseball?"	DAI KA MAKAWAT NIN BEYSBOL? "Won't you play baseball?"
MAKAWAT KANG SCRABBLE?	DAI KA MAKAWAT NIN SCRABBLE?
MAKAWAT KANG POKER?	DAI KA MAKAWAT NIN POKER?
-etc.-	
NAGBAKAL AKONG SIRA. "I bought a/some fish."	DAI AKO NAGBAKAL NIN SIRA. "I didn't buy a/any fish."
NAGBAKAL SIYANG SIRA.	DAI SIYA NAGBAKAL NIN SIRA.
NAGBAKAL KANG ______.	DAI KA NAGBAKAL NIN ______.
-etc.-	

VII.	A:	O, MAKAKADUMAN KA SA PARTI NI ROGER?	A:	OH, WILL YOU BE ABLE TO GO TO ROGER'S PARTY?
	B:	DAI. IGWA AKONG MGA BISITA NGUNYAN NA BANGGI.	B:	NO. I'M HAVING VISITORS TONIGHT.
	A:	AY SAYANG!	A:	OH TOO BAD.
	B:	SIGE, MA-INOT NA AKO.	B:	WELL, I'LL GO ON AHEAD NOW.

VIII. Substitute for PARTI: SÍNI (movies)
PÍSTA (fiesta)
BÁYLI (dance)
MERIÉNDA (afternoon snack)
HARÓNG NI _______ (______'s house)

Substitute for NGUNYAN NA BANGGI: NGUNYÁN NA ÁGA (this morning)
NGUNYÁN NA HÁPON (this afternoon)
SA ÁGANG ÁGA (tomorrow morning)
SA ÁGANG HÁPON (tomorrow afternoon)
SA ÁGANG BANGGÍ (tomorrow evening)

IX. Practice the MAKÁKA- form:

Cue:	Response:
DUMAN	MAKÁKADUMÁN
BASA	MAKÁKABÁSA
SULAT	MAKÁKASÚLAT
ADAL	MAKÁKA-ÁDAL
TRABAHO	MAKÁKATRABAHO
INUM	MAKÁKA-INÚM
BAKAL	MAKÁKABAKÁL
DIGDI	MAKÁKADÍGDI

Teacher	Student
MADUMAN KA? "Are you going to go?"	DAI AKO MAKAKADUMAN. "I won't be able to go."
MAtrabAHO KA?	DAI AKO MAKAKATRABAHO.
MABAKAL KA?	DAI AKO MAKAKABAKAL.
MALUTO KA?	DAI AKO MAKAKALUTO.
MADIGDI KA?	DAI AKO MAKAKADIGDI.

-etc.-

Add: NU-ARÍN ("when" - future)

Cue:	Student 1	Student 2
ADAL	NU-ARÍN KA MAKÁKA-ÁDAL? "When will you be able to study?"	SA ÁGA. "Tomorrow."
TRABAHO	NU-ARIN KA MAKAKATRABAHO?	SA AGA.
DUMAN	NU-ARIN KA MAKAKADUMAN?	SA AGA.
INUM	NU-ARIN KA MAKAKAINUM?	SA AGA.
ABOT		
PILI		
LANGOY		
KAWAT		
DIGDI		

X.

Teacher	Student
NAKÁKABÁYLI KANG TANGO?	DAI, PERO NAKÁKABÁYLI AKONG CHA-CHA.
"Can you dance the Tango?"	"No, but I can dance Cha-Cha."
NAKÁKALUTÒ KANG ADOBO?	DAI, PERO NAKÁKALUTÒ AKONG _____.
NAKÁKAKÁWAT KANG ____?	DAI, PERO NAKÁKAKÁWAT AKONG _____.
NAKÁKAKÁNTA KANG _____?	DAI, PERO NAKÁKAKÁNTA AKONG _____.
NAKÁKABÁSA KANG ______?	DAI, PERO NAKÁKABÁSA AKONG ______.

-etc.-

Practice the above exercise, conversationally, with SIYA,
KAMO,
SINDA,
SI _____.

XI. Add: DAÁ (DA-Á) : "they say, it is said" (reporting what others have said) he says"

Cue	Student 1	Student 2	Student 3
TRABÁHO "work"	NAKÁKATRABÁHO NA AKÓ. "I can work now." "I'm able to work now."	ANÓ PÔ? "Pardon?"	NAKÁKATRABÁHO NA DAÁ SIYÁ. "He can work now, he says."
DUMAN	NAKÁKADUMÁN NA AKÓ.	ANO PÔ?	NAKÁKADUMÁN NA DAÁ SIYÁ.
DIGDI	NAKÁKADÍGDI NA AKÓ.	ANO PÔ?	NAKÁKADÍGDI NA DAÁ SIYÁ.
BAKAL	NAKÁKABAKÁL NA AKÓ.	ANO PÔ?	NAKÁKABAKÁL NA DAÁ SIYÁ.
PILI	NAKÁKAPILÌ NA AKÓ,	ANO PÔ?	NAKÁKAPILÌ NA DAÁ SIYÁ.
LUTO	NAKÁKALUTÒ NA AKÓ.	ANO PÔ?	NAKÁKALUTÒ NA DAÁ SIYÁ.
ADAL	NAKÁKA-ÁDAL NA AKÓ.	ANO PÔ?	NAKÁKAÁDAL NA DAÁ SIYÁ.
BIKOL	NAKÁKABÍKOL NA AKÓ.	ANO PÔ?	NAKÁKABÍKOL NA DAÁ SIYÁ.
LANGOY	NAKÁKALANGÓY NA AKÓ.	ANO PÔ?	NAKÁKALANGÓY NA DAÁ SIYÁ.

XII.

Teacher	Student
NAKANÁMIT KANG___? "Have you tasted ___?"	IYÓ/ DAÍ. "Yes/No."
NaKaNaMIT KANG_____?	IYO/DaI.
NaKa-INUM KaNG ____?	IYO/DaI.
NaKaDUMaN Ka SA ___?	IYO/DaI.
NaKaKaWaT KaNG ____?	IYO/DaI.
NaKaLUTO KaNG _____?	IYO/DaI.

Teacher asks each student a question with NaKaNaMIT, then NaKa-INUM, etc. After students get idea of the new structure, they ask each other questions.

Cue	Student 1	Student 2
aDaL "study"	NaKa-aDaL Ka Na? "Have you already studied?"	IYO Na/ DaI Pa. "Yes, (I) already (have)/ Not yet."
DUMaN	NaKaDUMaN Ka Sa ___?	IYO Na/ DaI Pa.
BaKaL	NaKaBaKaL Ka Na?	IYO Na/ DaI Pa.
KaKaN	NaKaKaKaN Ka Na?	IYO Na/ DaI Pa.

-etc.-

XIII. "NAKA- ____" (1) "HAVE ____ED."

(2) "WAS ABLE TO ____."

(3) "HAPPENED TO ____,"
"ACCIDENTLY ____ED"

She has written.	NAKASÚLAT SIYA.
She was able to write.	NAKASÚLAT SIYA.
She happened to write.	NAKASÚLAT SIYA.

Teacher	Student
I have arrived.	NAKA-ABÓT AKO.
I was able to arrive.	NAKA-ABOT AKO.
I happened to arrive.	NAKA-ABOT AKO.
They have gone ahead.	NAKA-INOT SINDA.
They were able to go ahead.	NAKA-INOT SINDA.
They happened to go ahead.	NAKA-INOT SINDA.
Have you tasted whatchamacallit?	NAKANAMIT KANG KUNYAN?
Were you able to taste whatchamacallit?	NAKANAMIT KANG KUNYAN?
Did you happen to taste whatchamacallit?	NAKANAMIT KANG KUNYAN?
We've bought some fish.	NAKABAKAL KAMING SIRA.
We were able to buy some fish.	NAKABAKAL KAMING SIRA.
We happened to buy some fish.	NAKABAKAL KAMING SIRA.

-etc.-

XIV.

Teacher	Student
NaKaSULaT Na SI ____, aNO?	DaI Pa Daa SIYa NaKaSULaT.
"____has already written, hasn't he?"	"He hasn't written yet they say."
NaKaDUMaN Na SI ____, aNO?	DaI Pa Daa SIYa NaKaDUMaN.
NaKa____ Na SI ____, aNO?	DaI Pa Daa SIYa NaKa____.
NaKa____ Na SI ____, aNO?	DaI Pa Daa SIYa NaKa____.

-etc.-

Students question each other as above.

XV. Add more verbs: DARÁ (bring, take, carry)

GÍBO (do, make)

KUÁ (KU-Á get)

TARÁM (speak)

HILÍNG (see; look at)

1	2
NAKÁDARÁ KANG ________? "Have you brought a __?"	DAI, PERO NAKÁDARÁ AKONG ________. "No, but I was able to bring a ___."
NAKÁDARÁ KANG ________?	DAI, PERO NAKÁDARÁ AKONG ________.
NAKAGÍBO KANG ________?	DAI, PERO NAKAGÍBO AKONG ________.
NAKÁKUÁ KANG ________?	DAI, PERO NAKAGÍBO AKONG ________.
NAKÁTARÁM KANG ______?	DAI, PERO NAKÁTARÁM AKONG ______.
NAKÁHILÍNG KANG _____? "Have you seen a____?"	DAI, PERO NAKÁHILÍNG AKONG ______. No, but I happened to see a ______."

Teacher takes part of questioner - 1 - until students are able to do this. Each verb may be practiced a number of times by substituting for the noun objects.

XVI. SITUATION: IT's Saturday morning and a small group of fourth-year high school students has decided on a picnic and exploration party in a cave located atop Mt.____, about five kilometers from barrio ______, in the town of _________, Camarines Sur.
Now inside the cave, exhausted and hungry, they find out that many of their plans have not been carried out, e.g. the person who was to have brought the sandwiches has not brought them, the person who was to have brought water has not come at all, and, in short, all food has been left behind.

Decisions must be made on looking for food, cooking it, fetching water, and making a fire.

As much as is natural MAKA- forms should be used. The situation might go something like this, e.g. (the teacher assumes the controlling part):

O, NAKÁ-ABÓT NA KITÁ.	Oh, we've arrived.
SAÉN SI ____?	Where's _____?
DAÍ SIYÁ NAKADÍGDI.	He wasn't able to come.
PÉRO, MAKÁKADÍGDI DAÁ SIYÁ!	But, he said he'd be able to come!
HOY, ____, NAKÁDARÁ KANG MGA SANDWICH, ANO?	Hey, _____, you've brought some sandwiches, haven't you?
DAÍ AKÓ NAKÁDARÁNG MGA SANDWICH TA "VERY HEAVY" AN BÁSKIT.	I wasn't able to bring any sandwiches because the basket was very heavy.
IKÁ, ______, DAÍ KA NAKÁDARÁNG MGA SNACKS?	You, _____, haven't you brought any snacks?
DAÍ AKÓ NAKÁKUÁNG MGA SNACKS SA SÂDAN, KAYÁ NAKÁDARÁ AKÓNG MGA NAPKINS SAKÁ MATCHES.	I wasn't able to get any snacks at the market, so I've brought along some napkins and matches.
ANÓ, HABÔ KAMÓNG MAGKAKÁN?	What, don't you want to eat?!
GÚSTO! MAKÁKALUTÒ KAMÍNG MGA "YOUNG BAMBOO SHOOTS" SAKÁ MAKÁKAHÁNAP KAMÍNG MGA "EDIBLE ROOT."	Yes! We can cook young bamboo shoots and we can look for edible roots.
SÍSAY AN MAKÁKAHÁNAP NIN TÚBIG?	Who'll be able to look for water?

LESSON EIGHT

I. Add: KASU-ARÍN ("when?" - past time)
KASU-BÂGO ("a short while ago")

1	2
NU-ARIN KA MAKAKADUMAN?	NAKADUMAN NA AKO.
O, KASU-ARIN KA NAKADUMAN?	KASU-BAGO.
"When can you go?"	"I've already gone."
"Oh, when were you able to go?"	"A short while ago."
NU-ARIN KA MAKAKA_____?	NAKA______ NA AKO.
O, KASU-ARIN KA NAKA___?	KASU-BAGO.

-etc.-

II.	He has worked.	NAKATRABAHO SIYA.
	He can work.	NAKAKATRABAHO SIYA.
	He'll be able to work.	MAKAKATRABAHO SIYA.
	Roger has bought some fish.	NAKABAKAL SI ROGER NIN SIRA.
	Roger can buy fish.	NAKAKABAKAL SI ROGER NIN SIRA.
	Roger'll be able to buy fish.	MAKAKABAKAL SI ROGER NIN SIRA.
	Have the brought any flowers?	NAKADARA SINDANG MGA BURAK?
	Were they able to bring any flowers?	NAKADARA SINDANG MGA BURAK?
	Will they be able to bring flowers?	MAKAKADARA SINDANG MGA BURAK?
	Can they walk?	NAKAKALAKAW SINDA?
	Will they be able to walk?	MAKAKALAKAW SINDA?
	Have they been able to walk?	NAKALAKAW SINDA?
	You haven't run, have you?	DAI KA NAKADALAGAN, ANO?
	You won't be able to run, will you?	DAI KA MAKAKADALAGAN , ANO?
	You aren't able to run, are you?	DAI KA NAKAKADALAGAN, ANO?
	We'll be able to choose, they say.	MAKAKAPILI DAA KAMI.
	We were able to choose, they say.	NAKAPILI DAA KAMI.
	We have chosen, they say.	NAKAPILI DAA KAMI.

-etc.-

III.

1	2
NAKÁKALANGÓY KA? "Can you swim?"	DAI. GUSTO KONG MAKALANGOY. "No. I want to be able to swim."
NAKÁKALUTÒ KA?	DAI. GUSTO KONG MAKA LUTO.
NAKÁKABÍKOL KA?	DAI. GUSTO KONG MAKABIKOL.
NAKÁKATARÁM KANG BIKOL?	DAI. GUSTO KONG MAKATARAM.
NAKÁKABÁYLI KA?	DAI. GUSTO KONG MAKABAYLI.
NAKÁKaKÁNTA KA?	

-etc.-

Add: TÂNO? ("Why?" ; NGATÀ? "Why?")

GÚSTO KONG MAKABÁYLI. TÂNO? (NGATÀ?)
TA DAI AKO TATAONG MAGBAYLI.

"I want to be able to dance." "Why?"
"Because I don't know how to dance."

GÚSTO KONG MAKABÍKOL. TÂNO?(NGATÀ)?
TA DAÍ AKÓ TATAÓNG MAGBÍKOL.

GÚSTO KONG MAKA ______. TÂNO? (NGATÀ?)
TA DAÍ AKÓ TATAÓNG MAG_____.

-etc.-

IV.	Roger Anderson will come along (IBA).	MA-IBA SI ROGER ANDERSON.
	Roger Anderson will be able to come along.	MAKAKA-IBA SI ROGER ANDERSON.
	He'll bring some beer.	MADARA SIYANG BIR.
	He'll be able to bring some beer.	MAKAKADARA SIYANG BIR.
	She'll get some fish.	MAKUA SIYANG SIRA.
	She'll be able to get some fish.	MAKAKAKUA SIYANG SIRA.
	We'll look for a bus.	MAHANAP KAMING BUS.
	We can (will be able to) look for a bus.	MAKAKAHANAP KAMING BUS.
	The girls come here every day.	NAGDIDGDD AN MGA BABAE (ARO-ALDAW).
	The girls are able to come here every day.	NAKAKADIGDI AN MGA BABAE ARO-ALDAW.
	Are the children swimming?	NAGLALANGOY AN MGA AKI?
	Can the children swim?	NAKAKALANGOY AN MGA AKI?
	So the boys are walking now?	NAGLALAKAW NA PALAN AN MGA ...?
	So the boys can walk now?	NAKAKALAKAW NA PALAN AN MGA LALAKI?
	I went.	NAGDUMAN AKO.
	I happened to go.	NAKADUMAN AKO.
	Roger spoke.	NAGTARAM SI ROGER.
	Roger happened to speak.	NAKATARAM SI ROGER.
	Roger has already spoken.	NAKATARAM NA SI ROGER.
	Whatshisname came along (IBA).	NAG-IBA SI KUNYAN.
	Whatshisname happened to come along.	NAKA-IBA SI KUNYAN.
	She picked some flowers. (KUA)	NAGKUA SIYANG MGA BURAK.
	She was able to pick some flowers.	NAKAKUA SIYANG MGA BURAK.
	She has already picked some flowers.	NAKAKUA NA SIYANG MGA BURAK.

-etc.-

V.

Teacher	Student
I have visitors.	IGWÁ AKÓNG MGA BISÍTA.
You	IGWÁ KANG MGA BISITA.
She	IGWÁ SIYÁNG MGA BISITA.
He	IGWÁ SIYÁNG MGA BISITA.
We-all	IGWÁ KITÁNG MGA BISITA.
We-not-you	IGWA KAMÍNG MGA BISITA,
You-all	IGWÁ KAMÓNG MGA BISITA.
They	IGWA SINDÁNG MGA BISITA.

The teacher, as a Bicol Sari-Sari store owner, asnwers the students questions "IGWA KANG ____?" ("DO YOU HAVE ____?") Students use English where vocabulary fails them, e.g.

IGWÁ KANG ONIONS? "Do you have onions?"

IGWÁ KANG DR. PEPPER? "Do you have Dr. Pepper?"

Teacher responds IGWÁ or MAYÒ (DAÍ*)

VI. Add: IGWA ("There is/are/was/were/will be, etc.")

IGWANG MGA ________ SA PILIPINAS?   IGWA. Yes, there are.
"are there _______s in the Philippines?MAYO. No, there aren't.
(DAI)

"IGWANG MGA PILIPINO DUMAN SA RHODE ISLAND?"

"IGWANG "WATER PROBLEM" SA MANILA?"

"IGWANG ____________ SA ________?"

Teacher, students continue to ask each other questions with IGWA, responding with IGWA (affirmative) or MAYO (DAI) (negative.).

VII. SITUATION: A group of young Bicolanos wish to play volleyball, although they are not sure if each member of the group knows how to play; nor are they sure they have the equipment to play with. In the normal course of events difficulties crop up.

E.G.

HOY, ROGER, GÚSTO KANG MAGKÁWAT?	Hey, Roger, do you want to play?
FRISBY?	Frisby?
BAKÔ. NAKÁKAVOLLEYBALL KA?	No, Can you play volleyball?
TATAÓ. IGWÁ KANG VOLLEYBALL?	Yes, I know how. Do you have a v-ball?
MAYÒ. IKÁ, IGWÁ KANG BALL?	No. You, do you have a ball?
MAYÒ. IGWÁNG VOLLEYBALL SI STEVE, ANÓ?	No. Steve has a ball, doesn't he?
IGWÁ, PERÓ, "VERY SOFT" DAÁ.	He has, but it's very soft, they say.
IGWÁ SIY○ANG NET?	Does he have a net?
IGWÁ. MAGKUÁ KANG NET SA HARÓNG NI STEVE, OKAY?	Yes, he has. Get a net from Steve's house, okay?
SÍGE. PÉRO DAÍ AKÓ MAKÁKAKÁWAT NGUNYÁN.	Okay. But I can't play now.
GÚSTO KANG MAGKÁWAT NIN BADMINTON?	Do you want to play badminton?
IYÓ.	Yes.
MAKÁKADARÁ KANG SARÓNG RACKET?	Can you bring a racket?

-etc.-

VIII.

SITUATION: Some people are planning a surprise birthday party for a neighbor child who will be eight. Although the party is to begin in a matter of hours, things are still confused, and questions of money and expenditures ("Do you have money? How much is pork? Tomatoes? Onions? Does ____ have onions? Does _____ have ____?") are still cropping up, as well as quetions about who will be able to bring what (napkins, ice, cokes, fruit, plates, glasses, etc.) to the party, who can/will come to the party, who can't...

LESSON NINE

I.	A:	MAM, MÁSAOD NA PÔ AKÓ.	A:	MA'AM, I'M GOING TO THE MARKET NOW.
	B:	NAGKAÍPO KANG KWÁRTA?	B:	DO YOU NEED ANY MONEY?
	A:	IYÓ PÔ. MÁBAKAL AKÓNG SIRÂ.	A:	YES MA'AM. I'LL BUY SOME FISH.
	B:	SÍGE. BAKALÓN MO SI DAKÚLANG SIRÂ.	B:	ALL RIGHT. BUY THE BIG FISH.

II. BAKALON MO SI SIRA. "Buy the fish."

Teacher	Student
Buy the fish.	BAKALÓN MO SI SIRÂ.
Buy the ___/	BAKALON MO SI ___.
Buy the ___/	BAKALON MO SI ___.
Buy the ___.	BAKALON MO SI ___.
-etc.-	

BUY THE FISH.	BAKALÓN MO SI SIRÂ.
LOOK FOR THE FISH.	HANÁPON MO SI SIRA.
COOK THE FISH.	LUTÓON MO SI SIRA.
PICK OUT THE FISH.	PILÍON MO SI SIRA.
EAT THE FISH.	KAKANÓN MO SI SIRA.
BRING THE FISH.	DARAHÓN* MO SI SIRA.

Chain drill; (each student uses a different noun before the verb is changed)	BAKALÓN MO SI ______.	"Buy the ______."
	HANÁPON MO SI ______.	"Look for the ___."
	LUTÓON MO SI ______.	"Cook the ______."
	PILÍON MO SI ______.	"Choose the _____."
	KAKANÓN MO SI _____.	"Eat the _______."
	DARAHÓN MO SI ______.	"Bring the ______."
	INUMÓN MO SI ______.	"Drink the ______."

*-HON when root ends in a vowel

III. Reading practice.

A:	MAM, MÁSAOD NA PÔ AKÓ.	A:	MA'AM, I'M GOING TO THE MARKET NOW.
B:	NAGKAÍPO KANG KWÁRTA?	B:	DO YOU NEED ANY MONEY?
A:	IYÓ PÔ. MÁBAKAL AKÓNG SIRÂ.	A:	YES MA'AM. I'LL BUY SOME FISH.
B:	SÍGE. BAKALÓN MO SI DAKÚLANG SIRÂ.	B:	OKAY. BUY THE BIG FISH.
A:	OPÒ.	A:	YES'M.
B:	IGWÁ PA KITÁNG KAIPÓHAN?	B:	IS THERE ANYTHING ELSE WE NEED?
A:	MAYÒ NA KITÁNG CAFÉ.	A:	WE DON'T HAVE ANYMORE COFFEE.
B:	O SÍGE, MAGBAKÁL KANG SARÓNG BOTÍLYANG CAFÉ.	B:	OH, ALL RIGHT, BUY A JAR OF COFFEE.
A:	SADÍT O DAKULÀ?	A:	SMALL OR LARGE?
B:	BAHALÀ KA NA.	B:	IT'S UP TO YOU.
A:	KÚLANG NA AN TINAPAY.	A:	WE'RE SHORT ON BREAD. (THE BREAD IS LACKING)
B:	DÎ, MAGBAKÁL KA. GURÂNO NA GABÓS?	B:	THEN BUY SOME. HOW MUCH FOR EVERYTHING?
A:	MALA PÔ SAÍMO.	A:	IT'S UP TO YOU, MA'AM.
B:	UNÍ AN DOS PÉSOS. TAMÀ INÍ PÁRA NGUNYÁN NA ÁLDAW?	B:	HERE'S TWO PESOS. IS THIS ENOUGH FOR TODAY?
A:	TAMÀ NA.	A:	IT'S ENOUGH.

IV. Add: DAW (command softener)

Teacher	Student
COOK IT.	LUTÓ-ON MO DAW.
BUY IT.	BAKALÓN MO DAW.
EAT IT.	KAKANÓN MO DAW.
DRINK IT.	INUMÓN MO DAW.
CHOOSE IT.	PILÍ-ON MO DAW.
BRING IT.	DARAHÓN MO DAW.
MAKE IT.	GIBÓHON MO DAW.
LOOK FOR IT.	HANÁPON MO DAW.

-etc.-

Teacher	Student
SI SIRÂ?	LUTÓ-ON MO DAW (e.g.)
SI MGÁ BÁSO?	DARAHÓN MO DAW. (e.g.)
SI ______?	_____ON MO DAW.
SI ______?	_____ON MO DAW.
SI ______?	_____ON MO DAW.

V.	1	2
	I'LL BUY THE FISH.	BaBaKaLÓN MO SI SIRÂ.
	I'LL CHOOSE THE FISH.	PIPILÍ-ON MO SI SIRÂ.
	I'LL COOK THE FISH.	LULUTÓ-ON MO SI SIRÂ.
	I'LL LOOK FOR THE FISH.	HaHaNáPON MO SI SIRÂ.
	I'LL BRING THE FISH.	DaDaRaHÓN MO SI SIRÂ.
	I'LL EAT THE FISH.	KaKaKaNÓN MO SI SIRÂ.
	I'LL BUY THE FISH.	BaBaKaLÓN MO SI SIRÂ.

Cue	1	2
BaKaL "buy"	BaBaKaLON MO SI SIRa? "Are you going to buy the fish?"	DaI. BaBaKaLÓN MO SI ORIG. "No. I'm going to buy the pork."
PILI	PIPILI-ON MO SI SIRa?	DaI. PIPILÍ-ON MO SI ORIG.
LUTO	LULUTO-ON MO SI SIRa?	DaI. LULUTÓ-ON MO SI ORIG.
HaNaP	HaHaNaPON MO SI SIRa?	DaI. HaHaNáPON MO SI ORIG.
DaRa	DaDaRaHON MO SI SIRa?	DaI. DaDaRaHÓN MO SI ORIG.
KaKaN	KaKaKaNON MO SI SIRa?	DaI. KaKaKaNÓN MO SI ORIG.
BaKaL	BaBaKaLON MO SI SIRa?	DaI. BaBaKaLÓN MO SI ORIG.

VI.

I'll buy it.	BaBaKaLON KO.
I'll read it.	BaBaSaHON KO.
I'll write it.	SUSULaTON KO.
I'll study it.	AaDaLON KO.
I'll eat it.	KaKaKaNON KO.
I'll drink it.	IINUMON KO.
I'll buy it.	BaBaKaLON KO.
I'll choose it.	PIPILION KO.
I'll cook it.	LULUTOON KO.
I'll bring it.	DaDaRaHON KO.
I'll make it.	GIGIBOHON KO.
I'll look for it.	HaHaNaPON KO.
I'll get it.	KUKWa-ON KO.

You'll buy it.	BaBaKaLON MO.
You'll read it.	BaBaSaHON MO.
You'll write it.	SUSULaTON MO.
You'll study it.	a-aDaLON MO.
You'll eat it.	KaKaKaNON MO.
You'll drink it.	I-INUMON MO.
You'll choose it.	PIPILI-ON MO.
You'll cook it.	LULUTO-ON MO.
You'll bring it.	DaDaRaHON MO.
You'll make it.	GIGIBOHON MO.
You'll look for it.	HaHaNaPON MO.
You'll get it.	KUKWa-ON MO.

Will you bring it? No. Bring it.	DaDaRaHON MO? DaI. DaRaHON MO DaW.
Will you buy it? No. Buy it.	BaBaKaLON MO? DaI. BaKaLON MO DaW.
Will you drink it? No. Drink it.	I-INUMON MO? DaI. INUMON MO DaW.
are you going to read it? No. Read it.	BaBaSaHON MO? DaI. BaSaHON MO DaW.
are you going to cook it? NO. Cook it.	LULUTO-oN MO? DaI. LUTO-ON MO DaW.

-etc.-

VII. SITUATION : A shy child (teacher), vaguely spoiled and refusing to eat supper, is beseiged by members of the family to taste all the good things before him (salad, pork, fish, etc.).

E.g.

A: DAÍ KA NAKÁ-INÚM NIN MILK. INUMÓN MO DAW.

B: HABÔ!

C: KAK̂NÓN MO SI SIRÂ. MASIRÁMON, ANÓ?

B: BAKÔ! HABÔ KONG MAGKAKÁN.

D: PÉRO DAÍ KA NAKANÁMIT NIN SIRÂ. SÍGE!

B: HABÔ!

VIII. SITUATION : A fiesta dinner is being prepared by the Peace Corps Volunteers living in __________, a town of 12,400 in Camarines Sur. About ninety people are expected to show up, most of them teachers from the Central School. The menu has been decided on:

Green bean-tomato-onion salad
Sweet and Sour Lapu-Lapu
Lechon
Mixed fruit (mango, banana, pineapple, orange, etc.)
White rice
Beer, coca cola

The cook (the instructor) is being briefed on what to get at the market, how much, what to use in the salads, what things to bring from ______'s house (glasses, plates, etc.).

The "cook" will ask certain clarifying questions, e.g.

SAEN AKO MABAKAL NIN LAPU-LAPU?

NU-ARIN LULUTO-ON AN LECHON?

ANO AN BABAKALON KO PARA SA FRUIT SALAD?

IGWA PA KITANG KAIPOHAN?

KULANG NA AN TINAPAY. BABAKALON KO?

ANO AN DADARAHON KO SA HARONG NI STEVE?

IX. SITUATION : It's early Sunday morning and a group of friends, having decided on an outing at the beach - with a picnic barbecue - discusses who will be responsible for the buying, getting, cooking, bringing, of the various foodstuffs, etc.

The ring-leader (the instructor) makes sure things are well organized by asking questions. E.g.

BABAKALÓN KO AN CHICKEN PARA SA BARBECUE.
______, ANO AN BABAKALON MO?

BABAKALÓN KO AN ________.

IKA, ________, DADARAHÓN MO AN ______, ANO?

DAI. DADARAHÓN KO AN ________.

MAANO KITA NGÛNA ("first")? MAKARIGOS KITA?

MAGKAKAN KITA NGÛNA.

X. SITUATION : An aged and senile man, suddenly interested in what each of his servants is preparing for his merienda, quizes each of them about their duties in the preparation of his afternoon snack, which, in this case, happens to be uncommonly elaborate.
The old man (or woman), who is nearly deaf, constantly asks to have things repeated.

Add: NIYÁ ("he/she" when verb is of the -ON type)

e.g. A: MA-ANO KA, ________?

B: LULUTÓ-ON KO SI MGA ________.

A: ANO?

C: LULUTÓ-ON DAA NIYÁ SI MGA ________.

A: PERO IKA, ANO AN GIGIBÓHON MO?

C: GIGIBÓHON KO AN ________.

A: ANO?

D: GIGIBÓHON DAÁ NIYÁ AN ________.

-etc.-

XI. SITUATION : A small boy (girl), aged nine and a half, although extremely bright, is equally lazy, and in addition is quite cranky and rebellios at the moment. He refuses to do the things he is supposed to do, and his elder brothers and sisters command him to do productive things.

e.g. (instructor playing the child):

A: MADUMAN NA AKO TA DAI KO A-ADÁLON AN ENGLISH LESSON.

B: HOY, ADÁLON MO NA!

A: HABÔ!

B: SULÁTON MO DAW AN LESSON.

A: O SIGE, PERO DAI KO BABASÁHON SI LIBRO.

C: BASÁHON MO DAW SI LIBRO!

B: HABÔ!

-etc.-

LESSON TEN

I.

I'll buy it.	BABAKALÓN KO.
You'll buy it.	BABAKALON MO.
He'll buy it.	BABAKALON NIYA.
We-all'll buy it.	BABAKALON TA.
We (not you)'ll buy it.	BABAKALON MI.
You(all)'ll buy it.	BABAKALON NINDO.
They'll buy it.	BABAKALON NINDA.
Roger'll buy it.	BABAKALON NI ROGER.

You'll cook it.	LULUTÓON MO.
I	LULUTOON KO.
She	LULUTOON NIYA.
We-all	LULUTOON TA.
They	LULUTOON NINDA.
You-all	LULUTOON NINDO.
We-not-you	LULUTOON MI.
Roger	LULUTOON NI ROGER.

They're going to bring it.	DADARAHÓN NINDA.
I	DADARAHON KO.
We-all	DADARAHON TA.
You	DADARAHON MO.
He	DADARAHON NIYA.
Roger	DADARAHON NI ROGER.

I'm going to make it.	GIGIBÓHON KO.
He	GIGIBOHON NIYA.
You	GIGIBOHON MO.
Roger	GIGIBOHON NI ROGER.
She	GIGIBOHON NIYA.
We-not-you	GIGIBOHON MI.

-etc.-

add: INDÁ ("don't know")

II.

1	2
SÍSaY aN MaLUTÒ? "Who's going to cook?"	INDÁ. ANÓ aN LULUTÓON? "I don't know. What's going to be cooked?"
SISaY aN MaBaKaL?	INDa. aNO aN BaBaKaLON?
SISaY aN MaDaRa?	INDa. aNO aN DaDaRaHON?
SISaY aN MaGIBO?	INDa. aNO aN GIGIBOHON?
SISaY aN MaPILI?	INDa. aNO aN PIPILION?
SISaY aN MA-INUM?	INDa. aNO aN IINUMON?
SISaY aN MaKaKaN?	INDa. aNO aN KaKaKaNON?
SISaY aN MaBaSa?	INDa. aNO aN BaBaSaHÓN?
SISaY aN MaSULaT?	INDa. aNO aN SUSULaTON?

Cue

LUTÒ	SISaY aN MaLUTO? aNO aN LULUTOON NIYa?	SI JOE. INDa.
BaKÁL	SISaY aN MaBaKaL? aNO aN BaBaKaLON NIYa?	SI JOE. INDa.
DaRÁ	SISaY aN MaDaRa? aNO aN DaDaRaHON NIYa?	SI JOE. INDa.
GÍBO	SISaY aN MaGIBO? aNO aN GIGIBOHON MIYa?	SI JOE. INDa.
PILÌ		
INÚM		
KaKÁN		
BÁSa		
SÚLaT		

III. Add: OTRÓ (do again)

SIMBÁG (answer)

BÍLANG (count)

ÁBRI (open)

Practce: BILANGON MO DAW SI MGA ______________.

"Count the ______s."

SIMBAGON MO DAW.

"Answer it."

ABRIHON NINDO SI (MGA) LIBRO ____.

"Open your books."

OTROHON MO/NINDO DAW. "Repeat it/ do it again."

SITUATION : For a review arithmetic lesson in Grade Two, the teacher asks students to count various objects (students in the class, books, girls, boys, etc.), asking some uncertain students to repeat what they've said, asking some shy students to answer, etc.

e.g.

BILANGON MO DAW SI MGA ESKWELA. IKA, ______.
SARO, DUWA, TOLO, LIMA, APAT...
SALA. OTROHON MO DAW.
SARO, DUWA, TOLO, APAT, LIMA.
TAMA. MARHAY-RAYON. ("Very good")
________, HILINGO MO AKO.
ABRIHON NINDO SI MGA LIBRO. _______, BILANGON MO DAW SI MGA LIBRO.
SIMBAGON MO DAW. DAI KA MASUPOG.
SARO, DUHA, WALO, ...
SALA. OTROHON MO DAW.

-etc.-

IV. Reading

A:	A, ANIÓN KA PALÁN! NAGPARAHÁLAT AKÓ SAÍMO.	A:	OH, YOU'RE HERE! I'VE BEEN WAITING AND WAITING.
B:	HALÓY KA NA?	B:	(WAITING) A LONG TIME?
A:	NAKATARÁM NA AKÓNG KADIKÍT NA BÍKOL. KUN MAGTARÁM KANG LUWAY-LÚWAY, MAKÁKASABÓT AKÓ.	A:	I SPEAK LITTLE BIKOL. IF YOU SPEAK SLOWLY I CAN UNDERSTAND.
B:	SÍGE, SASABÍHON KONG LUWAY-LÚWAY. NAKASABÓT KA?	B:	OKAY, I'LL SAY (THINGS) SLOWLY. DID YOU UNDERSTAND?
A:	IYÓ. GÚSTO KONG MAKATARÁM "WHAT DO WE NEED?"	A:	YES. I WANT TO (BE ABLE TO) SAY "WHAT DO WE NEED?"
B:	A, FÁCIL IYÁN, ÁROG KA-INÍ, "ANÓ AN KAIPÓHAN TA?"	B:	OH, THAT'S EASY, LIKE THIS: "ANO AN KAIPOHAN TA?"
A:	OTROHÓN MO DAW.	A:	AGAIN, PLEASE.
B:	"ANÓ AN KAIPÓHAN TA?" ANÓ AN SISIMBAGÓN MO?	B:	"ANO AN KAIPOHAN TA?" WHAT WILL YOU ANSWER?
A:	SISIMBAGÓN KO "AN ...ANÓ... KAIPÓHAN TA...ANÓ..."	A:	I'LL ANSWER " WE...UH... NEED...UH..."

V. Introduce and practice ANÍON

YÁON

TÓON

*

VI. Introduce and practice -PARA- adding the meaning "too much,
so much,
do X continually"

NAGPARAKAKAN AKO. "I ate too much."

I drank too much.	NAGPARAINÚM AKO.
I bought too much.	NAGPARABAKÁL AKO.
I talked too much.	NAGPARATARÁM AKO.
I swam too much.	NAGPARALANGÓY AKO.
I walked too much.	NAGPARALAKÁW AKO.

1	2
NAGPAPARAINÚM AKO. "I'm drinking too much."	DAI KA MAGPARAINÚM. "Don't drink so much."
NAGPAPARATARÁM AKO.	DAI KA MAGPARATARÁM.
NAGPAPARA ____ AKO.	DAI KA MAGPARA____.
NAGPAPARA ____ AKO.	DAI KA MAGPARA____.

-etc.-

*Note: -PARA- has already been introduced andpracticed in Lesson Five (p.60). Merely review it here.

VII.

CUE	1	2
INÚM	INUMON MO. "Drink it."	DAI MO PAGINUMON. "Don't drink it."
BÁSA	BASAHON MO.	DaI MO PaGBaSAHON.
SÚLaT	SULaTON MO.	DaI MO PaGSULaTON.
BaKáL	BaKaLON MO.	DaI MO PaGBaKaLON.
PILÌ	PILION MO.	DaI MO PaGPILION.
LUTÒ	LUTOON MO.	DaI MO PaGLUTOON.
DaRá	DaRaHON MO.	DaI MO PaGDaRaHON.
KaKáN	KaKaNON MO.	DaI MO PaGKaKaNON.

CUE	1	2	
GÍBO	NU-aRIN MO GIGIBOHON? "When are you going to do/make it?"	DAI KO GIGIBOHON. "I'm not going to do/make it.	GIGIBOHON NI JOE. Joe'll do it."
DaRÁ	NU-aRIN MO DaDaRaHON?	DaI KO DaDaRaHON.	DaDaRAHON NI JOE.
BaKáL	NU-aRIN MO BaBaKaLON?	DaI KO BaBaKaLON.	BaBaKaLON NI JOE.
LUTÒ			
KUÁ			
INÚM			
PILÌ			
BÍLANG			
OTRÓ			
ÁBRI			
SIMBáG			
HILÍNG			

VIII. Add: MAN ("too/also")

SANÁ ("just/only")

CUE	1	2
SIMBÁG	SISIMBAGON KO. "I'm going to answer it."	SISIMBAGON MAN NI JOE. "Joe'll answer it too."
OTRÓ	OOTROHON KO.	OOTROHON MAN NI JOE.
BÍLANG	BIBILANGON KO.	BIBILANGON MAN NI JOE.
BAKÁL		
HILÍNG		
KUÁ		
DARÁ		

Just cook it.	LUTOON MO SANA.
Just buy it.	BAKALON MO SANA.
Just choose it.	PILICON MO SANA.
Just do it again.	OTROHON MO SANA.
Just answer it.	SIMBAGON MO SANA.
Just open it.	ABRIHON MO SANA.
Just make it.	GIBOHON MO SANA.

LULUTOON KO? "Shall I cook it?"	IYO. LUTOON MO SANA. "Yes, Just cook it."
SISIMBAGON KO?	IYO. SIMBAGON MO SANA.
OOTROHON KO?	IYO. OTROHON MO SANA.

-etc.-

IX.	TÂNO (NGATÀ) TA DAI MO OOTROHÓN? "Why won't you repeat it?"	DAI KO OOTROHON TA HABO. "I won't repeat it because I don't want to."
CUE DARA	TÂNO (NGATÀ) TA DAI MO DADARAHON?	DAI KO DADARAHON TA HABO.
SIMBAG		
HILING		
KUA		
BILANG		
KAKAN		
INUM		
GIBO		
SULAT		
BASA		

INUM DAI NIYA IINUMON KAYÂ IINUMON KO SANA.
"He's not going to drink it, so I'll just drink it."

BASA DAI NIYA BABASAHON KAYÂ BABASAHON KO SANA.
"He's not going to read it so I'll just read it."

SIMBAG

KUA

GIBO

SULAT

DARA

BAKAL

LUTO DAI KO LULUTOON TA LULUTOON NIYA.
"I'm not going to cook because he'll cook it.

GIBO

BASA -etc.-

LESSON ELEVEN

I.

A:	SIR, SI LAVENDÉRA ANÍON. PIGDARÁ NIYÁ SI MGÁ KUNYÁN MO.	A:	Sir, the laundrywoman's here. She brought your whatchamacallits.
B:	TALAGÁ? SÍGE, TARAMÁN MO SIYÁNG DUMÁGOS.	B:	Really? All right, tell her to come in.

II. If TARAMÁN MO SIYÁ means "Tell her/tell it to her"

DARAHÁN MO SIYÁ means "Take it to her"

how would the following be said:

	Student
Write (it) to her.	SULATÁN MO SIYÁ.
Read (it) to her.	BASAHÁN MO SIYÁ.
Say it to her.	SABÍHAN MO SIYÁ.
Pay (it to) her. (BÁYAD)	BAYÁDAN MO SIYÁ.

If TATARAMÁN KO SIYÁ Means "I'll tell (it to) her."

then:

I'll take it to her.	DADARAHÁN KO SIYÁ.
I'll write to her.	____________.
I'll read to her.	____________.
I'll say it to her.	____________.
I'll pay (it to) her.	____________.

If BAKALÁN MO SIYÁ means "Buy (X) from him"

then:

Get it from him.	____________.
Borrow from him. (SUBLI)	____________.
Drink from this.	____________.
Eat from this.	____________.
I'll buy from him.	____________.
I'll get (it) from him.	____________.
I'll borrow from him.	____________.
I'll drink from this.	____________.
I'll eat from this.	____________.

III.

CUE	1	2
BAKAL	BAKALÓN MO! "Buy it."	PERO BAKALÁN MO SIYA. "But buy it from her."
SULAT	SULÁTON MO. "Write it."	PERO SULÁTAN MO SIYA. "But write (it) to her."
DARA		
KUA		
BAYAD		
BASA		
SUBLI		

	1
BAKAL	SIGE, BABAKALÁN KO SIYA. "Okay, I'll buy from her."
SULAT	
DARA	
KUA	
BAYAD	
BASA	
SUBLI	

IV.	WRITE HER.	SULÁTAN MO SIYÁ.
	WRITE ME.	SULATAN MO AKO.
	WRITE THEM.	SULATAN MO SINDA.
	WRITE US.	SULATAN MO KAMI.
	WRITE ROGER.	SULATAN MO SI ROGER.
	BUY FROM ME.	BAKALAN MO AKO.
	HER	BAKALAN MO SIYA.
	THEM	BAKALAN MO SINDA.
	US	BAKALAN MO KAMI.
	GLORIA	BAKALAN MO SI GLORIA.
	HIM	BAKALAN MO SIYA.
	TELL HER.	TATARAMAN MO SIYA.
	ME	TATARAMAM MO AKO.
	US	TATARAMAN MO KAMI.
	THEM	TATARAMAN MO SINDA.
	HIM	TATARAMAN MO SIYA.
	LITA	TATARAMAN MO SI LITA.

-etc.-

V. Add: TA KA ("I...YOU")

CUE	1	2
SULAT	MASÚLAT KA? "Will you write?"	IYÓ. SUSULÁTAN TA KA. "Yes, I'll write you."
BAKAL		
BAYAD		
SUBLI		
TARAM		
KUA		
BASA		
SULAT		

VI.

Teacher	Student
DAI NA KITANG CAFE. IGWANG CAFE DUMAN SA SARI-SARI NI JOSE. (BAKAL)	DÎ, BABAKALÁN MO SIYÁ.
"ANGRY" SI JOSE TA DAI KA DAA MADUMAN SA HARONG KIYA NGUNYAN NA BANGGI. (TARAM)	DÎ, TATARAMÁN MO SIYÁ.
DAI NA KITANG KWARTA. IGWANG KWARTA SI STEVE. (SUBLI)	DÎ, SUSUBLÍ-AN MO SIYÁ.
"LONELY" SI GIRLFRIEND MO. DAI KA DAA nakasulat. (SULAT)	DÎ, SUSULÁTAN MO SIYÁ.

- etc.-

DAI KA DAA NAKA-ADAL NIN BIKOL, SAKA IGWANG TEST SA AGA. (ADAL)	A-ADALON MO SANA.
INING SIRA, HALOY NA DIGDI SA KUSINA, ANO? (LUTO)	LULUTO-ON MO SANA.
HAEN AN LIBRO MO? GUSTO MONG BASAHON. (HANAP)	HAHANAPON MO SANA.
MOS NA, MAGDUMAN NA KITA SA DAGAT. PERO DAI AKO NAKAKADARA NIN MGA BASKIT. (DARA)	DADARAHON MO SANA.

-etc.-

VII. "HOUSEHOLD" VERBS TAKING -AN AFFIXES:

HÚGAS (wash)
TRAPO (wipe, dust)
SANGHUD (sweep)
PAHID (wipe)
LAMPÁSO (scrub)
SÍRA (close)
ÁBRI (open)

PLÁTO (plate)
LAMÉSA (table)
SALÓG (floor)
PINTÓ (door)
BINTANA (window)

Teacher	Student
HUGAS/ PLATO	HUGASAN MO DAW AN MGA PLATO.
TRAPO/ LAMESA	TRAPOHAN MO DAW AN LAMESA.
SANGHUD/ SALOG	SANGHUDAN MO DAW AN SALOG.
PAHID/ LAMESA	PAHIDAN MO DAW AN LAMESA.
LAMPASO/ SALOG	LAMPASOHAN MO DAW AN SALOG..
SIRA/ PINTO	SIRAHAN MO DAW AN PINTO.
ABRI/ BINTANA	ABRIHAN MO DAW AN BINTANA.

SITUATION : A number of Americans, living together in a small home by a dusty road, are feeling in an imperative mood. They ask their houseboy to do various things, but, the Americans being also in a contrary mood, cancel each other's orders and try to have each'es personal concern taken care of first.
R.G.

A: HUGASAN MO DAW AN MGA PLATO, ________.
B: DAI MO PAGHUGASAN AN MGA PLATO.
TRAPOHAN MO DAW AN LAMESA.
C: DAI MO PAGTRAPOHAN AN LAMESA.
LAMPASOHAN MO SANA AN SALOG.
D: DAI MO PAGLAMPASOHAN AM SALOG...

-etc.-

VIII. SITUATION : You (all) are assigned in a small town in the east of Albay province, where you have been only three weeks. During these three weeks you have heard of some petty thefts in the neighborhood. A large box of miscellaneous items - books, tools, sports equipment, glasses, utensils, games, a nearly complete set of China - a relic of an early Peace Corps groups, has been discovered and is being aired out in front of the house.

A terribly shy little child of nine or ten is handling some of the items in the open crate. The Americans call his attention, and, when they see his extreme shyness and fear, they try to bring him out by talking to the child in Bikol, trying to hit upon something that will make the child more comfortable, more talkative, less afraid.

The part of the shy child is played by the instructor.

IX.

CUE	1	2
BASA	BABASÁHON MO AN LÍBRO? "are you going to read the book?"	PIGBÁSA KO NA. "I already read it."
LUTO	LULUTÓ-ON MO AN _____? "are you going to cook the _____?"	PIGLUTÒ KO NA. "I already cooked it."
GIBO	GIGIBÓHON MO AN_____?	PIGGÍBO KO NA.
BAKAL		
DARA		
SULAT		
INUM		

SULAT	SUSULÁTAN MO SIYÁ? "are you going to write her?"	PIGSULÁTAN KO NA SIYÁ. "I already wrote her."
BAYAD	BABAYÁDAN MO SIYÁ?	PIGBAYÁDAN KO NA SIYÁ.
SUBLI	SUBUBLÍ-AN MO SIYÁ?	PIGSUBLÍ-AN KO NA SIYÁ.
TARAM		
DARAI		
BASA		
BAKAL		

X.

CUE	1	2
SULaT	PIGSÚLaT MO Na? "Did you already write it?"	PIGSUSÚLaT MO Pa. "I'm still writing it."
BaSa	PIGBÁSa MO Na?	PIGBaBÁSa MO Pa.
INUM		
LUTO		
SIMBaG		
GIBO		
ADaL		

SULaT	PIGSULÁTaN MO Na SIYÁ? "Did you already write her?"	PIGSUSULÁTaN MO Pa SIYÁ. "I'm still writing her."
BaYaD	PIGBaYÁDaN MO Na SIYÁ?	PIGBaBaYÁDaN MO Pa SIYÁ.
SUBLI		
TaRAM		
DaRa		
BaKaL		

LESSON TWELVE

This lesson is to be a review - the length of a normal lesson - covering the structures and vocabulary presented in the last eleven lessons. The review, designed by the instructor, will focus on limited conversation, simple questions and answers, and role-playing (with appropriate new vocabulary).